

**DEVELOPING APPROPRIATE READING TASKS
FOR THE FIFTH GRADE STUDENTS OF SDN PURWOMARTANI
IN THE ACADEMIC YEAR OF 2013/2014**

A Thesis

**Presented as Partial Fulfillment of the Requirements for the Attainment
of the Degree of *Sarjana Pendidikan* in English Education**



By:

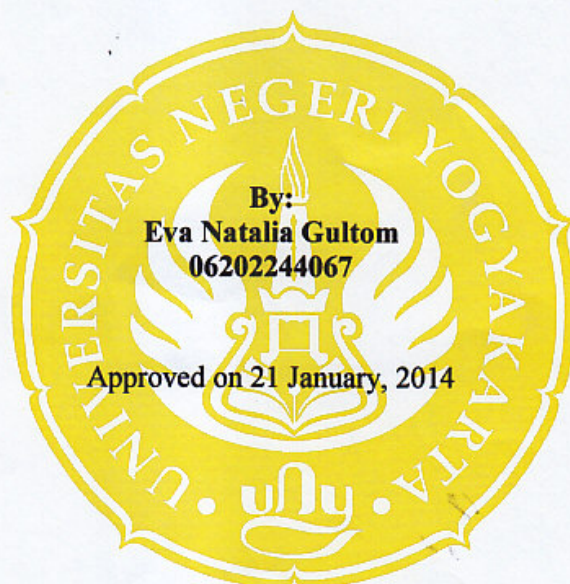
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2014**

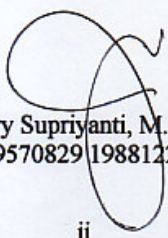
APPROVAL SHEET

**DEVELOPING APPROPRIATE READING TASKS
FOR THE FIFTH GRADE STUDENTS OF SDN PURWOMARTANIIN
THE ACADEMIC YEAR OF 2013/2014**

A THESIS



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RATIFICATION SHEET
DEVELOPING APPROPRIATE READING TASKS
FOR THE FIFTH GRADE STUDENTS OF SDN
PURWOMARTANI IN THE ACADEMIC YEAR OF 2013/2014

A THESIS

Accepted by the Board of Examiners of the Faculty of the Faculty of Languages and Arts of the State University of Yogyakarta on 23 January, 2014 and declared to have fulfilled the requirements for the attainment of the *Sarjana Pendidikan* degree in English Education.

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PERNYATAAN

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menyatakan bahwa skripsi ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 21 January 2014
Penulis,



Eva Natalia Gultom

MOTTOS

A good teacher, like a good entertainer first must hold his audience's attention, then he can teach his lesson.

-John Henrik Clarke-

I believe that children are our future. Teach them well and let them lead the way. Show them all the beauty they possess inside.

-Whitney Houston-

The faster you go, the more students you leave behind. It doesn't matter how much or how fast you teach. The true measure is how much students have learned.

-William Glasser-



DEDICATIONS

I dedicate this thesis to:

✚ My Parents

✚ My Family

✚ My Friends

✚ My Students

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Thanks God, I, finally could finish my thesis. I would like to show my sincere gratitude to all people who have supported me in finishing my thesis.

First of all, I would like to show my greatest gratitude to my supervisor, Nury Supriyanti, M.A. who has been willing to spare his valuable time not only for reading, correcting and improving my thesis but also for encouraging me to finish my thesis.

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Finally, I realize that this thesis is far from being perfect. Therefore, I invite you as readers to give critical comments and suggestions for the improvements of this thesis. However, I expect that this thesis will give worthwhile contributions to all readers.

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DEVELOPING APPROPRIATE READING TASKS FOR THE FIFTH GRADE STUDENTS OF SDN PURWOMARTANI IN THE ACADEMIC YEAR OF 2013/2014

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ABSTRACT

The objective of this study was to develop appropriate reading task for the fifth grade students of SDN Purwomartani.

This study is categorized into research and development (R&D). This study was conducted at SDN Purwomartani Kalasan. The research steps were adopted the model proposed by Nunan in combination with Masuhara. The instruments used in the study were questionnaires and an observation guide. The data gathered were in the form of quantitative and qualitative. Quantitative data were obtained by using the questionnaires while qualitative data were obtained by analyzing the results of the questionnaires and the observation guide. The procedure of developing tasks in this study consisted of eight steps (1) conducting needs analysis, (2) writing course grid, (3) developing the first draft of the appropriate reading tasks, (4) evaluating and revising the first draft (5) trying out the second draft of appropriate reading task, (6) evaluating and revising the second draft of the appropriate reading tasks to produce the final draft, (7) writing the final product of appropriate reading tasks.

Four findings are obtained. First, the fifth grade students of SDN Purwomartani need to improve their English. They need to develop their reading skills. They need tasks that can provide interesting activities. Second, the course grid of appropriate tasks is based on the curriculum 2006 (the standard of competences and basic competences) and the results of the needs analysis. Third, the appropriate reading tasks are well developed. The task components (goal, input, activities, teacher's role, learner's role, and setting) are built up in the tasks based on the course grid. Fourth, the appropriate reading tasks meet the requirements of good and appropriate English learning tasks. The mean scores was 3.63 (meaning good).

CHAPTER I

INTRODUCTION

This chapter contains six subchapters. They are the background of the study, identification of the problems, limitation of the problem, formulation of the problem, objective of the study, and the significant of the study. The six subchapters are elaborated below.

A. Background of the Study

Nowadays, English teaching for children is being developed. The development is caused by the increasing number of people who have realized the importance of introducing English to children. Introducing English to children in the early ages becomes important since the need to use the language is also increasing. In Indonesia, English is included as a lesson in the curriculum not only for junior and senior high schools but also for elementary schools. Many elementary schools have introduced English to the learners starting from the first grade. The discussion on the theoris of English teaching children might learn English as a foreign language. In order to open many different ‘doors’ to know many things in the world, the teacher of young learners should make sure that the learners can use reading as a tool.

Reading is a set of skills that involves making sense and deriving meaning from printed words. The teacher as an educator and a task designer should support the learners with beneficial readings and should design reading tasks both for pleasure and for information which are appropriate with the learners’ characteristics and needs. A task emerge after people have studied a particular set

of language and help to provide a context to ensure that learning has taken place. Tasks encourage pupils to personalize language, pursue their interest, and use language in an independent and hopefully creative way. Unfortunately, even the most motivated child can have problems making sense of some of the activities in which they are asked to participate in their language lessons; the combined effect of the activity-type and new language can render everything just mysterious.

The teachers may not notice learners' confusion because they are anxious to please and may act as if they understand. A good task contains demands and supports that enable the learners to be involved in the task successfully. It implies that in teaching of reading, the teacher should develop the reading tasks and make efforts of how those tasks are worthwhile to improve the reading skills. That is why the researcher focuses on developing tasks which are suitable to the learners' needs in the fifth grade students of SDN Purwomartani. Later, it is expected that the tasks will help the teacher in making an interesting teaching and learning process.

B. Identification of the Problem

The use of the tasks in a teaching learning process determines the effectiveness of instructions. The teacher, the students, the learning materials and tasks, and the media are instructional components that are related to tasks use. The teacher as an educator and a task designer should support the learners with beneficial readings and should design reading tasks both for pleasure and for information which are appropriate with the learners' characteristics and needs.

Based on the observations and interviews, the researcher found many problems related to the teaching and learning process of reading especially reading tasks in the fifth grade students of SDN Purwomartani.

First, the problems were related to the reading method. The teacher still used traditional method. She gave the students several words that would be found in the text. Then, she asked the students to find out the meaning from dictionaries. When they did the tasks, she did not explain how to guess the meaning from the text. She just asked the students to find out the meaning of the words from dictionaries.

After finding the meaning of the words, she asked the students to read the given text aloud, to translate sentence by sentence and then, to answer the questions. She did not teach the students the reading microskills and reading strategies that necessary for the students to comprehend the text easily.

Second, the problems were related to the reading activities. The classroom activities were monotonous and did not encourage the students to actively involve in teaching and learning process. The teacher just asked the students to read the text one by one. The students were asked to find out the meaning of the words that would be found in the text, answered comprehension questions, and discussed the answers together with the teacher.

The activities were almost reading aloud, translating, answering and discussing the tasks. They were not in the form of interesting reading activities. It seemed that the teaching and learning process was monotonous. Consequently, the

students were easy to get bored during the classes and they tended to make noise during the teaching and learning process.

Third, the problems were related to the reading tasks. They were not in the interesting form and made the students felt bored when they did the tasks. The teacher only used a course book or LKS (Lembar Kerja Siswa) and they did not contain tasks demands and supports that enable the learners to be involved in the task successfully.

C. Limitation of the Problem

The problem in this research was limited to those related to the teaching and learning process of reading at class 5B of SDN Purwomartani in the second semester of the academic year of 2013/2014. The choice of SDN Purwomartani to conduct her research is based on several reasons. First, she did not find the students' interest to read. Second, the reading tasks are still insufficient and need to be developed.

Then, she found that the teaching and learning process of reading in this class was monotonous and not interactive since the teacher tended to dominant the class without making adjustment to make the class atmosphere more interactive and communicative. Consequently, the students were passive and they did not actively involve during the teaching and learning process. Therefore, developing the reading tasks may be helpful for the teachers in conducting the teaching-learning process, especially in reading and for the students to develop their reading skills.

D. Formulation of the Problems

The background, the identification, and the limitation of the problems above have guided the researcher to formulate the problems of the study as follows.

1. What are the appropriate reading tasks for the fifth grade students of SDN Purwomartani in the academic year of 2013/2014?
2. How are the appropriate reading tasks for the fifth grade students of SDN Purwomartani in the academic year of 2013/2014 designed?

E. Objectives of the Study

Based on the formulation of the problem above, the objective of this study are:

1. To develop the appropriate reading tasks for the fifth grade students of SDN Purwomartani in the academic year of 2013/2014, and
2. To identify the appropriate reading tasks for the fifth grade students of SDN Purwomartani in the academic year of 2013/2014.

F. Significance of the Study

It is expected that this study has some advantages for all participants involved both in this study and in the teaching-learning process for the fifth grade students of SDN Purwomartani, They are:

- 1) For elementary schools

It is expected that the result of this study will be useful for them as they need to have an appropriate learning materials based on their needs and it will

support the development of English teaching in elementary school. The designed tasks as the product of this study, can be used in the English teaching-learning process for the fifth grade students of elementary schools in general and for those of SDN Purwomartani in specific.

2) For English teachers of elementary schools

The result of this study are expected to inspire the English teachers of elementary school to design appropriate materials for their English teaching-learning process.

3) For English Education Department students of State University of Yogyakarta

The result of this study will widen the English Education Department students' knowledge about teaching English for children. The result of this study also can be used as a reference for students to design materials for teaching English to children.

4) For other researchers

The result of this study can be used as a reference for other researchers in the same field study to write a thesis related with material development.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORKS

The theories in this chapter are those which support the understanding of the problem formulated in chapter I. This chapter is presented in four subheadings. The first part discusses English teaching and learning for children. The second part explains about teaching reading for children. The third part deals with language learning tasks. The last is about material development.

- A. Related Theories
 - 1) English Teaching and Learning for Children
 - a. Children as Language Young Learners

Nowadays, English is not introduced from the elementary school level anymore but from the pre-school level. The society's awareness of the importance of introducing English to children is increasing since the need to use the language is also increasing. There are some advantages to start learning foreign language in children's early ages. Cameron (2001: 17) states that "children who have an early ages start develop and maintain advantages in some, but not all, areas of language skills". They benefit most in the listening comprehension and in the pronunciation.

Children, as young language learners, are different from the adult learners. Brewster, Ellis, and Gurrard (2003: 27-28) state that young children are different from older learners because children:

- 1) have a lot of physical energy and often need to be physical active
- 2) have a wide range of emotional needs
- 3) are emotionally excitable
- 4) are developing conceptually and are at an early stage of their schooling

- 5) are still developing literacy in their first language
- 6) learn more slowly and forget things quickly
- 7) tend to be self oriented and preoccupied with their own world
- 8) get bored easily
- 9) are excellent mimics
- 10) can concentrate long time if they are interested
- 11) can be easily distracted but also very enthusiastic

The characteristics show that children like to have various physical activities with a lot of movements and changes. Activities which are related to children's favorite things may interest them to take part in the activities. Children also need interesting activities with repetitions since they learn more slowly than the adults and forget things quickly.

There are two groups of children as language learners: very young learners aged under 7 and young learners aged 7 to 12 (Slattery & Willis: 2003). The following table shows the different characteristics between very young learners and young learners.

Table 1: The Characteristics of Very Young Learners and Young Learners

| Very Young Learners: | Young Learners: |
|--|--|
| <ul style="list-style-type: none"> • acquire through hearing and experiencing lots of English, in much the same way as they acquire their first language. • learn through doing things and playing; they are not consciously trying to learn new words or phrases-for them this is incidental. • love playing with language sounds, imitating and making funny noises. So have fun playing with words and phrases, for example, singing them, exaggerating your expression; | <ul style="list-style-type: none"> • are learning to read and write in their own language. • are developing as thinkers. • understand the difference between the real and the imaginary. • can plan and organize how best to carry out an activity. • can work with others and learn from others. • can be reliable and take responsibility for class activities and routines. |

| | |
|--|--|
| <ul style="list-style-type: none"> • are not able to organize their learning. Often they will not even realize that they are learning a foreign language. They simply see it as having fun. • may not be able to read or write in their mother tongue, so it is important to recycle new words and expressions through talk and play. • Their grammar will develop gradually on its own, provided they hear lots of English and learn to understand a lot of words and phrases. | |
|--|--|

(Slattery & Willis, 2003: 4-5)

Related to the title of this study, the fifth grade students of SDN Purwomartani are categorized as young learners since their ages are range from 10 to 11. Based on the characteristics of young learners, the students can be given more challenging activities than the activities for very young learners. They may be involved in reading activities. They can also be given a simple text that related to their daily life. They can do the activities not only individually, but also in pairs so they can work together with their friends.

b. Teaching English to Children

Teaching English to children is different from teaching English to adults. Brown (2000: 1) states that a teacher needs to find appropriate methods, techniques, and approaches that can lead children to obtain the goal of the language learning. Moreover, Scott and Ytreberg (1990: 10) state that children need to be settled in the language lesson in order to make them get better output.

Brown (2000: 87-90) proposes some approaches to teach children a second language.

1) Intellectual Development

Since children (up to the age of about eleven) are still in an intellectual stage of what Piaget (1972) called “concrete operations,” the teacher need to remember their limitations. Rules, explanation, and other, even slightly abstract talk about language must be approached with extreme caution. Children are centered on the here and now, on the functional purpose of language. They have little appreciation for the adult notion of “correctness,” and they certainly cannot grasp the metalanguage they use to describe and explain linguistic concepts. Some rules of thumb for the classroom:

- Do not explain *grammar* using terms like “present progressive” or “relative clause.”
- *Rules* stated in abstract term (“To make a statement into a question, the teacher add a *do* or *does*”) should be avoided.
- Some grammatical concepts, especially at the upper levels of childhood, can be called to learners’ attention by showing them certain *patterns* (“Notice the *ing* at the end of the word”) and *examples* (“This the way we say it when it is happening right now: I am walking to the door”).
- Certain more difficult concepts or patterns require more *repetition* than adults need. For example, repeating certain patterns (without boring students) may be necessary to get the brain and the ear to cooperate. Unlike the scene with the little boy who had no pencil, children must understand the meaning and relevance of repetitions.

2) Attention Span

Since language lessons can at time be difficult for children, the teacher’s job is to make them interesting, lively, and fun. How do the teachers do that?

- Because children are focused on the immediate *here* and *now*, activities should be designed to capture their immediate interest.
- A lesson needs a *variety* of activities to keep interest and attention alive.

- The teacher needs to be *animated*, lively, and enthusiastic about the subject matter. Consider the classroom a stage on which the teacher is the lead actor, her/his energy will be infectious. While he/she may think that he/she is overdoing it, children need this exaggeration to keep spirits buoyed and minds alert.
- *A sense of humor* will go along way to keep children laughing and learning. Since children's humor is quite different from adults', remember to put the teacher's self in their shoes.
- Children have a lot of natural *curiosity*. Make sure the teacher tap into that curiosity whenever possible, and he/she will thereby help to maintain attention and focus.

3) Sensory Input

Children need to have all five sense stimulated. The teacher activities should strive to go well beyond the visual and auditory modes that they feel are usually sufficient for a classroom.

- Pepper the teacher lessons with *physical activity*, such as having students act out things (role-play), play games, or do Total Physical Response activities.
- Projects and other *hands-on activities* go a long way toward helping children to internalize language. Small-group science projects, for example, are excellent ways to get them to learn words and structures and to practice meaningful language.
- *Sensory aids* here and there help children to internalize concepts. The smell of flowers, the touch of plants and fruits, the taste of foods, liberal doses of audiovisuals aids like videos, pictures, tapes, music-all are important elements in children's language teaching.
- Remember that teacher's *nonverbal language* is important because children will indeed attend very sensitively to their facial features, gestures, and touching.

4) Affective Factors

Children are in many ways much more fragile than adults. Their egos are still being shaped, and therefore the slightest nuances of communication can be negatively interpreted. Teachers need to help them to overcome such potential barriers to learning.

- Help the students to laugh with each other at various mistakes that they all make.

- Be patient and supportive to build self-esteem, yet at the same time be firm in the teacher's expectations of students.
- Elicit as much oral participant as possible from students, especially the quieter ones, to give them plenty of opportunities for trying things out.

5) Authentic, Meaningful Language

Children are focused on what this new language can actually be used for here and now. They are less willing to put up with language that does not hold immediate rewards for them. The class can ill afford to have an overload of language that is neither authentic nor meaningful.

- Children are good at sensing language that is not *authentic*: therefore, "canned" or stilled language will likely be rejected.
- Language needs to be firmly *context embedded*. Story lines, familiar situations and characters, real-life conversations, meaningful purposes in using language-these will establish a context within which language can be received and sent and thereby improve attention and retention. *Context-reduced* language in abstract, isolated, unconnected sentences will be much less readily tolerated by children's minds.
- A whole language approach is essential. If language is broken into too many bits and pieces, students will not see the relationship to the whole. And stress the interrelationships among the various skills (listening, speaking, reading, and writing), or they will not see important connections.

It takes a very special person to be able to teach children effectively. Along with all these guidelines, an elementary school teacher develops a certain intuition with increasing months and years of experience. If the teacher do not yet have the experience, he or she will in due course of time. Meanwhile, he or she must begin somewhere, and these rules of thumb will help.

Materials consisting of contextual tasks and activities are needed because children seem to talk about what they already know and about information surrounding them (Aitchison, 2003: 135). Moreover, the teacher needs to plan

activities which require children to get their body moved. Besides, the teacher also needs to provide interesting media, and to give modelling action to students in the language learning (Scott and Yteberg, 1990: 5). Moreover, by dealing with the situation around them, children practice and increase their abilities to solve problems by themselves (Paul, 2003: 172)

2) Teaching Reading to Children

a. The Definition of Reading

Few of us can remember the exact moment when we learned how to read. This is mostly because we learned to read when we were very young and it is difficult to remember our very early years. Few of us can remember the moment when we suddenly knew the print represented meaning. According to Linse (2005: 69) reading is a set of skills that involves making sense and deriving meaning from the printed word.

In order to read, we must be able to **decode** (sound out) the printed words and also comprehend what we read. For second-language learners there are three different elements which impact reading: the child's background knowledge, the child's linguistic knowledge of the target language, and the strategies or technique the child uses to tackle the text (Peregoy and Boyle, 2004) so, it is important not to place too many reading demands on younger learners who are still learning to read in their L1 and develop good levels of literacy in the L1 and good oral skills in the L2 are the most important objectives.

In line with Peregoy and Boyle, Brewster (2002: 112) states that it is important to introduce reading after the pupils have some basic knowledge of the spoken language so that it quickly becomes meaning-based and not simply

decoding. Nevertheless, reading in English in the early stages will combine ‘meaningful’ reading in sentences supplemented by independent reading at the letter and word level. This is important for those pupils who are not used to the Roman alphabet.

1) Types of reading classroom performance

There are many types of reading performances. Brown (2000: 312) divides reading performance into two categories, namely:

a. Oral and silent reading

Occasionally, the teachers will have reasons to ask a student to read orally.

At the beginning and intermediate levels, oral reading can:

- serve as an evaluative check on bottom-up processing skill,
- double as a pronunciation check, and
- serve to add some extra student participation if you want to highlight a certain short segment of a reading passage.

b. Intensive and extensive reading

Silent reading may be subcategorized into intensive and extensive. Intensive reading is usually a classroom-oriented activity in which students focus on the linguistic or semantic details of a passage. Intensive reading calls students’ attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationship and the like.

Extensive reading is carried out to achieve a general understanding of a usually somewhat longer text. Most extensive reading is performed outside of

class time. Pleasure reading is often extensive. By stimulating reading for enjoyment or reading where all concepts, names, dates, and other details need not be retained, students gain an appreciation for the affective and cognitive window or reading: and entry into new worlds. Extensive reading can sometimes help learners to get away from their tendency to overanalyze or look up words they do not know, and read for understanding.

b. The Technique of Teaching Reading to Children

There are many activities and techniques that can be used in teaching reading to children. Linse (2005:79-89) proposes some techniques in teaching reading:

1) Phonics

The phonics instruction is by introducing sounds and letters that are associated with specific nouns.

2) Predictable stories and pattern books

The predictable story contains repetitive phrases and predictable language. Predictable storybooks, also called pattern books, contain illustrations that help to clarify or support the word, sentence, or pattern that is repeated in the text (Optiz, 1995). Since pattern books contain the same words and phrases, children are exposed to the same words repeated over and over again.

3) Sight words

Sight words are high-frequency words children can recognize on sight without having to decode the letters.

4) Names

Children's names can be sight words. Children enjoy reading their own names. An alternative way to call attendance is to print each child's name on a different card. You can then show the names while children read them aloud.

5) Print-rich environment

In English-language classrooms, print-rich environments contain English-language environmental print prevalent in countries where English is the main language of communication. Environmental print is the print that is seen all around us. It is the print on signs, labels, billboards, etc.

6) Learning centers

Learning centers are stations or places within a classroom where children can work alone, in pairs, or in small groups. The teacher can create learning centers with environmental print focused on specific topics.

7) Language experience approach

The language experience approach can be a meaningful and pleasurable group literacy experience. Learners participate in a group activity and then describe what happened in their own words.

8) Own words

It means that the teacher can ask children to come up with their own words related to the topics they are currently studying or words they would just like to know. These words can be written on small index cards or in the students' notebooks.

9) Questioning techniques

The judicious use of questions is very important. The questions should be used to check comprehension and to help children think about what they are reading.

10) Comprehension strategies

Linse (2005: 88) states that “Reading is hard work and understanding what you have read is the hardest part.” She recognized the importance of teaching children strategies or techniques to help them focus on the meaning represented by the words. Below are a number of simple strategies that can help children improve their comprehension skills.

- Context clues and print conventions

Learning how to use context is an invaluable tool in comprehension. The teacher can teach children print conventions that facilitate comprehension.

- Graphic organizers

Graphic organizers are tools to help learners visually organize the information that they have read or will read. A wide variety of graphic organizers can be used to help students tackle and comprehend challenging texts (Burke, 2000).

c. The Reading Material for Children

Brewster and Ellis (2002: 115-116) proposes some reading materials that are appropriate with the activities types:

Table 2 : The Reading Materials

| Activity Type | Materials |
|---|---|
| 1. Sequencing letters, parts of words, whole words or sentences and sequencing the to make words, | Flashcards or worksheet with letters, prefixes, words. Moveable cards are good for a |

| | |
|--|---|
| phrases or sentences. The pupils read and sequence items | kinesthetic learning style |
| 2. Matching or mapping pictures and words or two halves of a sentence so that they make sense. The pupils read and match the parts so that they make sense. The extracts can be on tape also to reinforce listening skills | Pictures and short texts, e.g. speech bubbles. Cards or worksheet with cut up sentence parts Moveable visuals and written cards are good for a kinesthetic learning style |
| 3. Speaking using written prompt cards or language in a graphic organizer. The pupils read the cue cards, tickchart, flowchart, etc. To remind themselves of words and sentence patterns and practise using them | Flashcards with words and/or pictures Graphic organizer such as tickchart or flow chart to say, e.g. <i>I can swim but Maria can't.</i> or <i>First we wash the fruit, then we peel it, next we cut it, etc.</i> |
| 4. Completing details/taking notes in a graphic organizer. The pupils read a text, e.g. simple description, set of instruction or a story and transfer information to a chart with clear headings | Graphic organizers, some with partial notes to provide support through example, others can be left blank to provide differentiated activities |
| 5. Reading and using a graphic organizer to make statements or ask questions. The pupils refer to a flow chart, a life-cycle chart, etc. To practise describing something or asking questions | Graphic organizers, examples of statements or questions as a model |
| 6. Classifying words to make lists or sets of various kinds. The pupils read lists of words which belong to 4 different sets and sort them into groups under headings. Classifying mixed up detail from 2 stories. The pupils read sentences from 2 stories which have been jumbled up. They write them out separately | Lists of words. Categories or story 1, story 2, etc. |
| 7. Checking written statements. The pupils read sentences or short texts which have deliberate mistakes in them to do with language, the ideas, the layout, the organization, and so on. The pupils correct mistakes. Good for faster pupils | Sentences or texts with deliberate mistakes |
| 8. Understanding genre or text types. The pupils learn words for | Different examples of text type + 2 sets of card, one with the text type |

| | |
|---|--|
| different kinds of texts, e.g. manual, TV guide, menu, brochure and match text type to their label and purpose, e.g. this is a kind of sign it gives us a warning | name on, the other with the purpose which pupils match |
|---|--|

Those tables describe some of these reading activities which range from the simple to the more complex and explains whether the activities focus on *learning to read* or *reading to learn*. The learning to read activities include developing phonemic skills or sight recognition of key vocabulary, while those based on reading to learn are often integrated with other skills – speaking, listening or writing. The reading to learn activities emphasise reading for meaning and may also develop concepts, study skills, thinking skills, such as problem-solving and a greater awareness of texts and discourse. Some activities can be carried out a simple and more difficult levels. These range of activities provides useful alternatives for checking reading comprehension and provides variety, thus helping to maintain the pupils’ interest in reading.

3) Language Learning Tasks

a. The Definition of Task

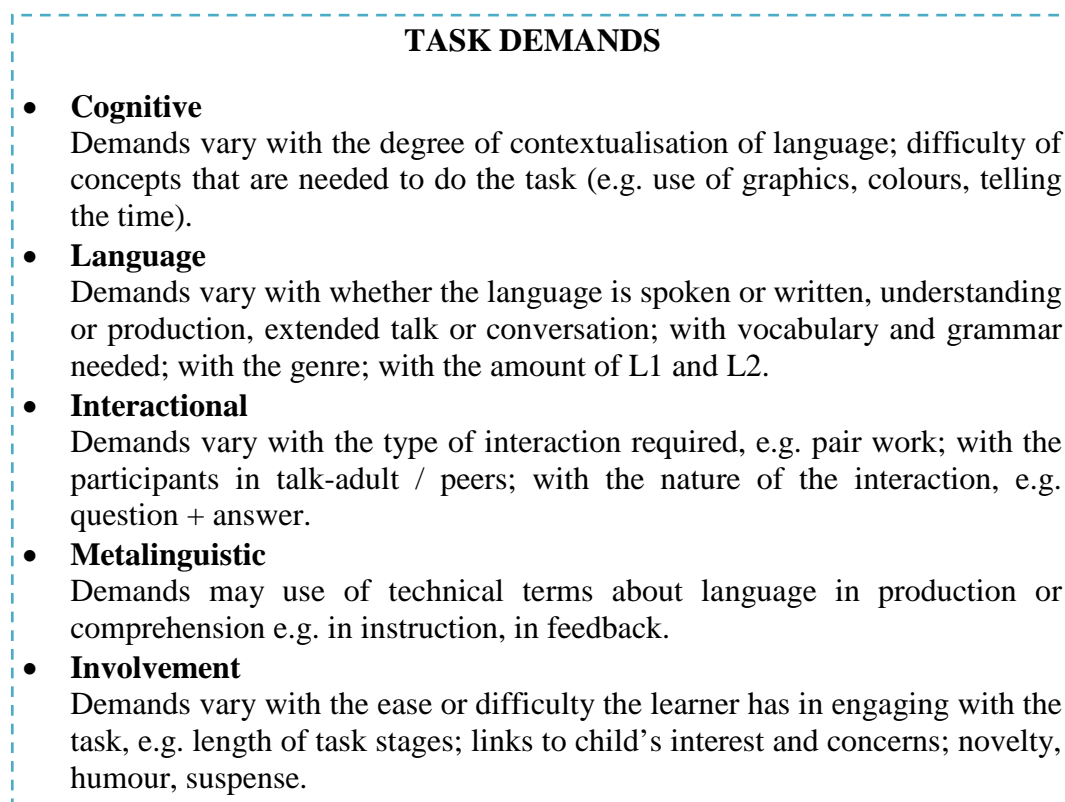
There are some definition of tasks. Long in Nunan (1989: 5) states that “a task is a piece of work undertaken for oneself or for other, freely or for some reward”. A task according to Hornby (2002: 1383) is “a piece of work that somebody has to do”. However, these are non-linguistic definitions of a tasks. Richard, Platt and Weber in Nunan (1989: 6) state that “task is an activity or action which is carried out as the result of processing or understanding language (*as a response*), for example drawing a map while listening to a tape, listening to

an instruction, and performing a command”. On the other hand, Breen in Nunan (1989: 6) states that “a task is any structured language learning effort which has a particular purpose, an appropriate content, a specified working procedure, and a range of the outcomes for those who undertake the task”. Those definitions suggest that a task for language learning has a particular purpose, involves a meaning-focused activity, has clear instructions, and engages the learners in using the target language.

b. Task for Language Young Learners

A good task contains demands and support that enable the learners to be involved in the task successfully. The followings are types of task demands proposed by Cameron (2001: 25).

Figure I : Task Demands



- **Physical**
Demands vary with how long the child must sit still for; with actions needed; with fine motor skills needed e.g. to write a draw.

The followings are types of task supports proposed by Cameron (2001: 27):

Figure II : Task Support

TASK SUPPPORT

- **Cognitive**
Support can come from the contextualisation of language; from the use of concepts already developed; from familiar formats of graphics or activity; from familiar topics and content.
- **Language**
Support can come from re-use of language already mastered; from moving from easier domain to more difficult, e.g. spoken to written; from using known vocabulary and grammar to help with the new; from the use of familiar routines.
- **Interactional**
Support can come from the type of interaction, e.g. pair work; from helpful co-participants; from the use of familiar routines.
- **Metalinguistic**
Support can come from familiar technical terms to talk about new language; clear explanations.
- **Involvement**
Support can come from content and activity that is easy for the learner to engage with, e.g. links to child's interest and concerns; from mixing physical movement and calm, seated activities.
- **Physical**
Variation in sitting and moving; use of familiar actions; match to level of fine motor skills development, e.g. to write or draw.

Based the explanation above, we know that a task designer should design the tasks which not only task demands to be achieved but also give supports to the learners so the tasks can be succesfully carried out.

Cameron (2001: 29-30) states that “ tasks were adopted as a unit that would try to bring the classroom and ‘real’ life closer together”. The goals and the

outcomes of tasks for young language learners are related to the learners' real needs such as reading timetables, filling in birthday invitation cards, singing songs, or telling time. Cameron (2001: 31) states that classroom tasks for children learning a foreign language:

- 1) have coherence and unity for learners (from topic, activity / outcome)
- 2) have meaning and purpose for learners
- 3) have clear language learning goals
- 4) have a beginning and end
- 5) involve the learners actively

The topics, activities, and outcomes of tasks also should be carefully designed so coherence and unity of the tasks can be reached. The coherence and unity of the tasks will avoid confusion and help learners to carry out the tasks. Like reading activities which are planned in three stages: pre-reading, reading, and post-reading, a teaching learning process using language tasks also has similar steps. Cameron (2001) adopts them in steps for planning a teaching learning process using language tasks as the followings:

Figure III : The Teaching Learning Process



The preparation prepares the learners with the basic knowledge to complete the core activity. It can be vocabulary building tasks or an introduction to the topic. The core activity includes the main activity in the teaching-learning process. It can consist of one or several main tasks which are usually in the form of spoken activities. The follow up reviews what the learners have done in the

preparation and the core activities. It can be a written activity based on the the previous oral activities.

Like a language teaching-learning for the older learners, an English teaching-learning for children also includes the four language skills. The skills are listening, speaking, reading, and writing. Each language skills is emphasized in different purposes which will support each other. The following statement shows how the listening skill prepares other language skills.

Figure IV: The Language Skills

You need to hear a word before you can say it.
You need to say a word before you can read it.
You need to read a word before you can write it.
 (Linse, 2005: 27)

c. Tasks for Literacy Skills

Literacy skills are the language skills which build the learners' literacy. Reading and writing skills are developed to support the learners' literacy. Linse (2005: 69) states that 'reading is a set of skills that involves making sense and deriving meaning from printed words'. Children should know the sounds, the alphabets, and the way how to blend the sounds together e.g. by following a consonant - vowel - consonant pattern as p-i-g, c-a-t, and b-e-d before they are able to read. Learning reading is not only on how to read words but also on how to comprehend the content of the text.

There are two main reasons why people read, namely for pleasure and for information. Reading for pleasure aims to get amusement from the reading. Stories, as the example of reading for pleasure, should be included in the language teaching for children as an important part of it. On the other hand, reading for information aims to get information from the reading. It can be reading a menu at a restaurant, a recipe, a classroom timetable, etc. Reading for information is important for children's further knowledge development. According to Linse (2005), the teacher of young learners should make sure that the learners can use reading as a tool and a key to open many different 'doors' to know many things in the world. The teacher as an educator and a task designer should support the learners with beneficial readings and should design reading tasks both for pleasure and for information which are appropriate with learners' characteristics and needs.

There are two main approaches that can be included in reading task for the language young learners, namely 'look and say' and 'phonics' (Slattery and Willis, 2003). The teacher often uses 'look and say' approach in a vocabulary teaching. When the children are learning to say a new word, at the same time they are learning to read the word. The teacher can help the children to recognize the word by using printed materials like wordcards, flashcards, and labels.

d. The Reading Tasks

Cameron (2001: 21) states that classroom tasks and activities are seen as the 'environment' or 'ecosystem' in which the growth of skills in the foreign language takes place. The following parts are the elaboration of tasks and

activities. Example of reading activities are *starting off activities* (reading a story from a book, reading a class story, reading texts based on the child's language, and reading familiar nursery rhymes or songs), *reading aloud*, *silent reading*, *reading different materials* (cards, home-made book, native speakers book, FL learners easy readers, picture dictionaries, books with tapes), *introducing new books*, and *book reviews*.

For reading activity, Scott and Yteberg (1990: 55) give an example of creating a class short story. Then the story is illustrated as follows.



Picture 1: Teddy's Story

Using Teddy as a mascot, the story that is created by the whole class is about the Teddy who does not like being beige or whatever color he is. Below is the example of the story.

Figure V: The Story of Teddy

That's a bird. It's orange
 That's a fly, It's green
 That's a frog. It's green too.
 That's a zebra. It's black and white.
 I'm Teddy and I'm beige.
 He's Teddy and we love him. He's great.
 I'm Teddy and I'm great

- 4) Material Development
 - a) The Components of Appropriate Reading Tasks

Hutchinson and Waters (1987: 108) suggest that the material design have some elements such as input, content focus, language focus, and tasks. According to Cameron (2001: 31-32) the tasks involved in the material should contain the preparation which help students to be ready for the next stage that is the core activity – the main part of the task.

Nunan (1989: 10) states that a task should lead students to concern on the meaning of the language used, should meet students' needs, and should make student easy to understand the language. In addition, Ellis cited in Nunan (2004: 3) says that a task focuses on meaning and has a certain outcome.

Cameron (2001: 29) states that a task has a goal at getting deal with learners' needs and interests, and is playing a role as the media to relate the context of the classroom and real life. Moreover, according to Candlin cited in Nunan (1989: 47), a good task is the task which consists of input, roles, setting, actions, monitoring, outcomes, and feedback, and is concerning the elements of content, materials, activities, goals, students and social community.

Referring to those description, Nunan (1989: 48) conducts that there are six components of a good task. Those are goal, input, activities, teacher roles, learners roles, and setting.

1) Goal

Goal is the main purposes to be obtained of conducted tasks, and is dealing with the output in which communicate, affective, and cognitive (Nunan, 1989: 48).

2) Input

Input is anything used in the tasks in which can be taken from drawings, family trees, shopping lists, magazine quizzes (Nunan, 1989: 53). Meanwhile, Hutchinson and Waters (1986: 108) say that the input may be a text, dialogue, video recording, diagram or any pieces of communication data, depending on the needs that have defined in the analysis.

3) Activities

Brown (2001: 129) states that an activity refers to anything the learners do in the classroom. In addition, Nunan (1989: 59) states that an activity is anything the learners do with the input.

4) Teacher roles

Role is described as the action of the teacher and students are wished to play in the language learning (Nunan, 1989: 79). Brown (2001: 167-168) describes the teacher's role as controller, director, manager, facilitator, and resource. In addition, Breen and Candlin cited in Nunan (1989: 87) suggest that the teacher has the roles as a facilitator, a participant, and an observer and learner.

5) Learner roles

Richards and Rodgers cited in Nunan (2004: 64) mention the learners' roles as the objects of conducted tasks in the materials which perform the activities in tasks under the instruction given by the teacher.

6) Setting

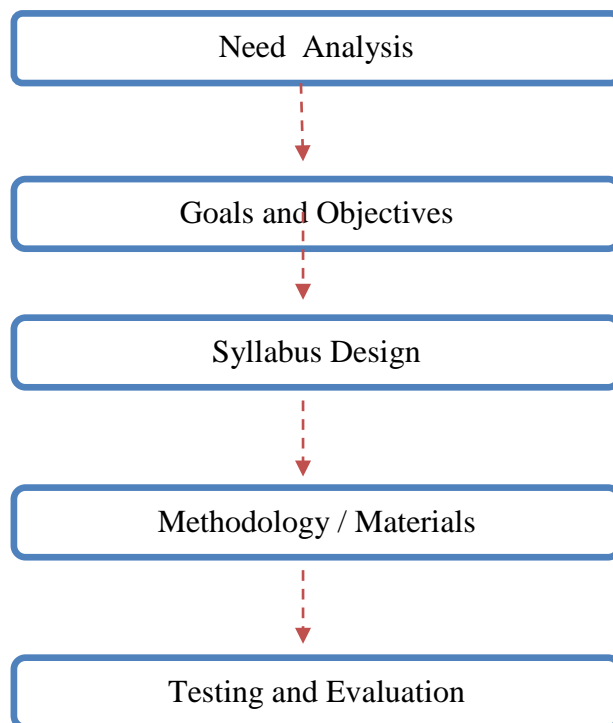
According to Wright cited in Nunan (2004: 71), setting is the arrangement of the task in which can be done individually, in pairs, in groups, and in whole class mode.

b) The Steps of Developing Appropriate Reading Tasks

The development of material in learning has been a positive feature of foreign language learning pedagogy. Material development refers to anything which is done by writers, teachers or learners to provide sources of language input. Providing learners with the material they want could be extremely useful but it would not be enough. Teacher needs to find out more about how the target is actually used and to apply this new knowledge to the development of material. Tomlinson (1998: 7-21) suggests some basic principles of second acquisition relevant to the development of material as follow.

1. Material should achieve impact
2. Material should help learners to feel at ease
3. Material should help learners to develop confidence
4. Material should require and facilitate learners self-investment.
5. Material should provide the learners with opportunities to use the target language to achieve communicative purpose
6. Material should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement
7. Material should provide opportunities for outcome feedback

Meanwhile, Masuhara in Tomlinson (1998: 247) proposes a sequence of material design which is provided in the following figure.

Figure VI: The Material Design

Nunan proposed the steps of developing materials are based on the component of tasks (Nunan, 2004: 175-176). It means that the first step of developing tasks is to design the goals and the objective. The most useful goals statements are those that relate to the students not the teacher. It contains the terms of observable performance. The researcher needs to collect the students' needs.

The second is to set the course grid as the guidelines to develop the tasks. Syllabus is the subcomponent of a curriculum that specifies and sequences language and experiential content (Nunan, 2004: 216). It is designed for carrying out a particular language program. It includes the specification of linguistic and material to meet the needs of a designated group of learners.

The third is to select or develop input for the learners to work with. The use of authentic input in the teaching and learning process is strongly recommended. Here, the material developers need to consider the suitability of using the input toward the learners' needs.

The last step is to develop the activities that the students will employ during the teaching and learning process. The activities should be derived from the input. At this point, tasks developers need to consider the role of teachers and learners in completing the tasks.

c) The Evaluation of the Appropriate Reading Tasks

Tasks evaluation is important in the process of developing tasks. It is because it can indicate whether or not the tasks are relevant and appropriate for a particular group of learners (Tomlinson, 2002: 220). In evaluating a task, there are some viewpoints to be considered. They are the explanations of the procedure of conducting evaluation and the aspects being evaluated.

1. Procedure of Tasks Evaluation

The procedure of evaluating a task includes description of the tasks, planning the evaluation, collecting the information, analyzing of the information collected, and conclusion and recommendation (Tomlinson, 2002: 228). From the steps above there are five steps that should be followed systematically to generate the tasks as purposed. The explanations of the steps are presented below.

a. Description of the tasks

The evaluation of a task requires a clear description of the task to be evaluated. The description can be achieved by specifying the content. It includes

input, procedure, and activities. In the description of appropriate reading tasks, for example, the input is a number of notices. The activities in this task are the students listen to some information and then identify the place where such notices are located. Considering these explanations, the task developer as task evaluator can judge that the task is appropriate reading task that can represent and match with the objective.

b. Planning the evaluation

The acts of carrying out the planning in tasks evaluation have a beneficial impact on the choice and developing of tasks. The researcher has to make various decisions about what information to collect, when to collect it, and how to collect it. The points should be evaluated are the layout and design of the tasks, the activities used, the skills to be improved, the language type to be concerned, the subject and content, and the guidance from the teacher (Harmer, 1992: 279-280).

c. Collecting information

The information that are collected consists of data on how the tasks were performed, what learning took place, and the learners formed the tasks. As what has been explained before, the information about the tasks is obtained in three ways.

The first is before the tasks are implemented. The instruments that can be used are teacher's interview and achievement tasks. In teacher's interview, the teacher will be interviewed to ascertain the learners' experience about accomplishing some tasks and about problems that the teacher has faced using the

tasks. In an achievement test, it will be used to determine to what extent the learners know the target language.

The second is while the tasks are being used. The instrument that can be used in this phase is observation guide. Here, the observation of the implementation of the tasks will be carried out by an observer. Here below is an example of an observation guide.

Table 3. The Example of Observation Guide

| No | Pernyataan | Frekuensi Jumlah Siswa | | Uraian |
|----|--|---------------------------|-------|--|
| | | Ya | Tidak | |
| 1. | Siswa mengerjakan tasks yang harus dikerjakan secara individu maupun kelompok dengan sungguh-sungguh | 12 | 16 | - Sebagian kecil siswa bersenda gurau dengan teman sebangkunya karena guru tidak memperhatikan mereka - |
| 2. | Siswa terlihat percaya diri mengerjakan Tasks | 15 | 14 | - Sebagian masih malu untuk mengucapkan ekspresi/ungkapan Bahasa Inggris yang dipelajari - |

The last is on the completion of the tasks. The instruments that can be used are achievement test, and learners' questionnaire. On the completion of the tasks, the learners will complete the same achievement test before the tasks are

implemented. An example of a questionnaire for evaluating a task is presented in table 4:

Table 4. The Example of Questionnaire for Evaluating A Task

Petunjuk Pengisian:
 Berilah Tanda Centang (√) pada kotak yang tersedia sesuai dengan keadaan adik-adik.
 Perhatikan contoh pengisiannya:

SS Jika **“Sangat Sesuai”** dengan keadaan saya
S Jika **“Sesuai”** dengan keadaan saya
KS Jika **“Kurang Sesuai”** dengan keadaan saya
TS Jika **“Tidak Sesuai”** dengan keadaan saya

| No. | Pernyataan | SS | S | KS | TS | STS |
|-----|---|----|---|----|----|-----|
| 1. | LKS Bahasa Inggris ini membantuku menambah penguasaan arti kata dalam Bahasa Inggris | | | | | |
| 2. | Aku tahu isi percakapan dalam LKS Bahasa Inggris ini | | | | | |

d. Analysis of the information collected

One of the major decisions faced at the evaluation stage is the choice whether the data collected provide quantitative or qualitative analysis of the data or both. The data are analyzed to find out the weaknesses in the tasks in order to make improvements.

In the quantitative analysis, it involves the use of numbers. It can be obtained by collecting data from questionnaires. In a task that requires judgment of appropriate reading activities, the quantitative data are derived from the data gathered in the form of number and then put into words as it is supposed to be. It will find out the learner's or respondent's opinion about the appropriate reading

tasks. It will exploit the tasks whether or not the tasks can engage the learners to carry out in real life.

In this research, the research uses qualitative analysis to describe the implementation of the tasks because the respondents are in a group of children. In the qualitative analysis, it involves a more holistic than the qualitative analysis. It provides rich and detailed pictures about the data collected. In the qualitative data, the data are obtained from observation. It will show the problem faced in the tasks' implementation and how successful the tasks were.

e. Conclusions and recommendations

Conclusions relate to what has been discovered as the result of analysis. Recommendations concern proposals for future teaching. Conclusions and recommendations cover such issues as whether the tasks should be used again or abandoned, what changes that are needed to improve the tasks, and what kinds of follow-up work that the learners needs. For example, if the data from the questionnaire reveals that the layout and the design of the tasks are not good and not clear in its size and color, the conclusion is the tasks are not ready to use. The recommendation is that the tasks should be improved the layout and design, for instance, set the pictures bigger and make the pictures brighter so that the learners can easily grasp the tasks being learnt.

2. Aspects to be Evaluated in a Task

There are seven aspects that need to be considered in evaluating a task in a material. They are layout and design, activities, skills, language type, subject and content, and guidance (Harmer, 1992: 279-280).

a. Layout and design

Under the aspect of layout and design, the evaluator is asked to assess whether the tasks in the material look attractive to the students. The evaluation includes the way the tasks are displayed, the coloring, and all of the printed matter. In this point, the task should be suitably scientific-looking in a clear and interesting way. Table below presents an example of instrument in how to collect data about layout and design in the tasks in the form of questionnaire.

Table 5. The Example of Statements for Questionnaire for Obtaining Information about Layout and Design

a. Isilah tabel berikut dengan memberikan tanda centang (✓) pada kolom yang tersedia dengan ketentuan sebagai berikut:

SS Jika “**Sangat Setuju**” dengan pernyataan yang ada

S Jika “**Setuju**” dengan pernyataan yang ada

KS Jika “**Kurang Setuju**” dengan pernyataan yang ada

TS Jika “**Tidak Setuju**” dengan pernyataan yang ada

STS Jika “**Sangat Tidak Setuju**” dengan pernyataan yang ada

| | | | | | | |
|-----|-----------------------------------|--|--|--|--|--|
| 19. | Tata letak task menarik dan jelas | | | | | |
| 20. | Gambar yang disajikan jelas | | | | | |

b. Activities

The important point under activities aspects is that there should be a variety of communicative activities. The task developer needs to be sure that the practice activities are useful and motivating and that the presentation of language takes place in realistic and motivating contexts. Here below is an example of an instrument in how to collect data of the activities used in the tasks is presented in the next page.

Table 6. The Example of Statements for Questionnaire for Obtaining Information about Activities

A. Isilah tabel berikut dengan memberikan tanda centang (✓) pada kolom yang tersedia dengan ketentuan sebagai berikut:

SS Jika “**Sangat Setuju**” dengan pernyataan yang ada
S Jika “**Setuju**” dengan pernyataan yang ada
KS Jika “**Kurang Setuju**” dengan pernyataan yang ada
TS Jika “**Tidak Setuju**” dengan pernyataan yang ada
STS Jika “**Sangat Tidak Setuju**” dengan pernyataan yang ada

| | | | | | | |
|-----|---|--|--|--|--|--|
| 12. | Kegiatan yang dikembangkan dalam setiap tasks ini mempresentasikan peristiwa yang terjadi dalam kehidupan sehari-hari | | | | | |
|-----|---|--|--|--|--|--|

c. Skills

Under skills aspects, the task developer needs to measure whether the tasks developed provide balance reading skills that are appropriate for the students' needs. Here, the tasks should provide an integrated reading skills. Below is an example of a questionnaire for evaluating the skills aspects in a task.

Table 7. The Example of Statements for Questionnaire for Obtaining Information about Skills being Improved in Tasks

A. Isilah tabel berikut dengan memberikan tanda centang (✓) pada kolom yang tersedia dengan ketentuan sebagai berikut:

SS Jika “**Sangat Setuju**” dengan pernyataan yang ada
S Jika “**Setuju**” dengan pernyataan yang ada
KS Jika “**Kurang Setuju**” dengan pernyataan yang ada
TS Jika “**Tidak Setuju**” dengan pernyataan yang ada
STS Jika “**Sangat Tidak Setuju**” dengan pernyataan yang ada

| | | | | | | |
|----|---|--|--|--|--|--|
| 3. | Tasks yang saya kembangkan sudah sesuai dengan skill reading dalam aspek keterampilan berbahasa Inggris | | | | | |
| 4. | Tasks yang saya kembangkan membantu siswa dalam mengembangkan penguasaan kosakata | | | | | |

d. Language type

Language varies according to the context of use. It identifies the kinds language type with a specific context, such as an area of knowledge (medical English, business English, scientific English, etc) or area of use (advertisement, academic text, business meeting, etc.). Under language type, the target language presented in the tasks should be realistic, whether the language is at the right level for the students, whether it is on the right type, and whether the progression of new language is appropriate for them. For example, if the learners are children in school age, the language type they need is the language that they are going to use in daily life. An example of a questionnaire for collecting information about the language type is presented below.

Table 8. The Example of Statements for Questionnaire for Obtaining Information about Language Type

| | | | | | | |
|--|---|--|--|--|--|--|
| <p>A. Isilah tabel berikut dengan memberikan tanda centang (√) pada kolom yang tersedia dengan ketentuan sebagai berikut:</p> <p>SS Jika “Sangat Setuju” dengan pernyataan yang ada</p> <p>S Jika “Setuju” dengan pernyataan yang ada</p> <p>KS Jika “Kurang Setuju” dengan pernyataan yang ada</p> <p>TS Jika “Tidak Setuju” dengan pernyataan yang ada</p> <p>STS Jika “Sangat Tidak Setuju” dengan pernyataan yang ada</p> | | | | | | |
| 5. | Tasks yang saya kembangkan berguna dalam kegiatan sehari-hari | | | | | |
| 6. | Input dalam tasks sesuai dengan tujuan pembelajaran | | | | | |

e. Subject and content

Under subject and content, these include situation, topic, the language being learnt, and whether the class will be working in pairs or in groups. A task

developer should analyze the topic and the focus of language item whether they match with the students' personalities, backgrounds, and needs. The task developed should make the students interest in carrying out the task and they provide sufficient variety of activities to sustain motivation. The following questionnaire is an example of instrument in how to collect data about the subject and content.

Table 9. The Example of Statements for Questionnaire for Obtaining Information about Subject and Content in the Tasks

| | | | | | | |
|---|---|--|--|--|--|--|
| b. Isilah tabel berikut dengan memberikan tanda centang (√) pada kolom yang tersedia dengan ketentuan sebagai berikut: SS Jika “ Sangat Setuju ” dengan pernyataan yang ada S Jika “ Setuju ” dengan pernyataan yang ada KS Jika “ Kurang Setuju ” dengan pernyataan yang ada TS Jika “ Tidak Setuju ” dengan pernyataan yang ada STS Jika “ Sangat Tidak Setuju ” dengan pernyataan yang ada | | | | | | |
| 9. | Tasks yang saya kembangkan sudah memotivasi siswa untuk membaca teks berbahasa Inggris dengan tepat | | | | | |
| 10. | Kegiatan dalam tasks sudah cukup memberikan kesempatan pada siswa untuk bekerjasama dengan teman satu kelompoknya | | | | | |

f. Guidance

In the aspect of guidance, it denotes the role of both the teacher and the students during the teaching and learning process, especially the teacher. In this point, the tasks in the material should be clear and easy to follow in terms of instructions. Here, the role of teacher is very important in directing the students to do the tasks. For this reason, the objective of the tasks need to be clearly stated so that the teacher can understand it and make an effort to achieve it. Here below is

an example of an instrument for collecting data about the teacher's guidance in the form of observation guide.

Table 10. The Example of Statements for Observation Guide in Obtaining Information about the Implementation of the Tasks

| <p>A. Isilah tabel dibawah ini sesuai dengan keadaan siswa saat implementasi <i>Appropriate Reading Tasks</i> berlangsung dengan mengisikan presentase (%) dari jumlah anak pada kolom “ Frekuensi Jumlah Anak” dari pernyataan yang ada dan menuliskan kondisi siswa pada kolom “Uraian” berdasarkan pada pernyataan dengan ketentuan sebagai berikut: (Ya) jika jawaban Sesuai dengan keadaan siswa saat implementasi berlangsung (Tidak) jika jawaban Tidak Sesuai dengan keadaan siswa saat implementasi berlangsung</p> | | | | |
|--|--|------------------------|-------|--------|
| No | Pernyataan | Frekuensi Jumlah Siswa | | Uraian |
| | | Ya | Tidak | |
| 18. | Guru memberikan feedback dengan jelas | | | |
| 19. | Guru memberikan keterangan tentang perintah dengan jelas | | | |

B. Conceptual Framework

The Purpose of R and D of this research is to develop reading tasks which are appropriate for the fifth grade students of elementary school in SDN Purwomartani.

The background of this study is since the teacher uses students' worksheet (LKS) and an English course book that do not bring the students to interact. They are just give all tasks from there. The other course books, provided by the school that is not suitable with the teachers' and students needs, are not accessible to the teacher because she is difficult to use it. However, they do not use it because they they are not completed with the teacher's manual, so that the teachers do not give various and interesting activities in the teaching and learning process. As a result,

the students do not enjoy the class because the teachers only give them the same activity everyday. As the students in these ages have a strong sense of fun and like to be involved in some kind of activities, the tasks in the material developed should provide them with playing, moving, and talking. The reason why the tasks in the materials need to be developed is the tasks in the materials do not give sufficient opportunities for the students to use the target language like in the daily life communication.

To solve this problems, it is necessary to develop reading task which are appropriate for the fifth grade students of elementary schools by using Nunan design in combination with Masuhara's model design models are used to provide a framework for designing English reading tasks for elementary school.

In addition, the researcher also considers some related theories which support to develop reading tasks. Those are theories of reading, English teaching and learning for children, theories of language learning tasks, material design and review of Elementary school from various aspects such as characteristics of Elementary school students, curriculum of Elementary school, and English teaching in Elementary school based on 2006 curriculum. By considering those theoretical theories of developing the reading tasks, hopefully, the researcher can produce a set of reading tasks which are appropriate with the learners' need and their background studies.

CHAPTER III

RESEARCH METHOD

This chapter presents the discussion of the research method of the study. There were nine subheadings under the chapter. They were research design, product of the study, subject of the study, setting of the study, instrument development, validity and reliability of the instrument, research procedure, data collection techniques, and data analysis technique.

A. Research Design

The goal of this research study is to develop appropriate reading tasks. This research study is categorized into educational Research and Development (R&D). Borg and Gall (1983:772) define R & D as a process used to develop and validate educational products. Educational product refers to not only material objects, such as text books, instructional films, and soon, but is also intended refer to established procedures, and processes, such as a method of teaching or a method for organizing instruction. They also add that the processes are usually related to the product being developed, developing the product based on these findings, field testing it in the setting where it will be used in the end, revising to the correct the deficiencies found in the field testing stages.

B. Product of the Study

The product of this research study was a set of English tasks for the fifth grade students of Purwomartani Elementary School in the academic year of 2013/2014. The product was developed in the form English learning tasks that can

engage the students in some kinds of appropriate reading activities during the English teaching and learning process.

C. Subjects of the Study

The subject of the study was the students of class 5B of Purwomartani Elementary school. There were 13 male students and 16 female students. The ages of the students varied from 10-11 years. Generally, they had the same characteristics as children have. Their parents were merchants, sellers, non-governments employees, and government employees.

D. Setting of the Study

The research study was conducted in Purwomartani Elementary School. It was located in Purwomartani Kalasan Sleman Yogyakarta. There were two parallel classes. There were class A and class B for every grade. In this school, there were 12 classrooms, a teacher office, a headmaster office, a library, a mosque, an aula, six toilets, a parking area and a canteen.

E. Instrument Development

In this research, there were two kinds of instruments. They were questionnaire observation and observation guide. There were three questionnaire that were supported by classroom observation guide.

1. Questionnaire

As what has been stated before, there were three questionnaires in this research. The three questionnaires were the instruments used for carrying out the needs analysis, evaluating the tasks developed administered by a respondent, instrument for evaluating the tasks developed administered by the students.

a. Questionnaire for Needs Analysis

The aim of this questionnaire is to get data about students' characteristics and needs for developing activities. The organization of the questionnaire is as follows:

Table 11. The Organization of the First Questionnaire for Needs Analysis

| The Purpose of the Questions | Part | Question Number | References |
|---|-------------|------------------------|--|
| To find some information about students' profile | A | 1-6 | Tomlinson (2002: 240) |
| To find some information about students' interest | B | 1-4, 8-10 | Tomlinson (2002: 240) |
| To find some information about student's characteristics | | 5-7 | Brown (2005: 23) |
| To find some information about students' needs | | 10-13 | Tomlinson (2002: 204) Brown (2005:173) Hutchinson and Waters (1987: 62-63) |
| To find some information about the students' activities in the classroom and the learning technique | | 14-21 | Brown (2005: 178) |

b. Questionnaire for Evaluating the Tasks Developed Administered to Respondent

The aim of the second questionnaire is to get data from the students of SDN Purwomartani about to evaluate the tasks developed and developed activities.

**Table 12. The Organization of the Second Questionnaire for Evaluation
(Administered to Respondent)**

| The Purpose of the Questions | Part | Question Number | References |
|--|------|-----------------|---|
| To find some information about respondents' profile | A | - | Tomlinson (1998:240) |
| To find some information to evaluate the task with the <i>curriculum</i> and the <i>course grid</i> (syllabus) | B | 1-2 | Dubin and Olsthain (1986: 29) |
| To find some information to evaluate the goal of the tasks developed and the rationale whether it is relevant with the learners' need or not | | 3-7 | Nunan (2004: 175) |
| To find some information to evaluate the developed activities | | 8-11 | Brown (2001: 142) Nunan (2004: 169-170) |
| To find some information to evaluate the input in the developed tasks | | 12-15 | Brown (2001: 142) Dubin and Olshtain (1986: 29) Nunan (2004: 175) |
| To find some information to evaluate the tasks' instructions | | 16-18 | Brown (2001: 142) Nunan (2004: 169-170, 175-176) |
| To find some information to evaluate the <i>layout</i> and <i>design</i> in the tasks developed | | 19-20 | Harmer (1992: 279-280) Nunan (2004: 175) |

c. Questionnaire for Evaluating the Tasks Developed Administered to the Students

This questionnaire was called as the third questionnaire. It was the questionnaire administered to the students. The third questionnaire was gained to get the opinions and suggestions from the students after the implementation of each developed unit.

Table 13. The Organization of the Third Questionnaire for Evaluation (Administered to Students)

| The Purpose of the Questions | Part | Question Number | References |
|---|------|-----------------|---|
| To find some information about respondents' profile | A | - | Tomlinson (1998:240) |
| To find some information to evaluate the <i>goal</i> of the tasks developed and the rationale whether it is relevant with the learner's need or not | B | 1-7 | Nunan (2004: 175) |
| To find some information to evaluate the <i>instruction</i> | | 8-9 | Nunan (2004: 169-170, 175-176) |
| To find some information to evaluate the <i>activities</i> | | 10-14 | Brown (2001: 142) Nunan (2004: 169-170, 175-176) |
| To find information to evaluate the <i>input</i> | | 15-16 | Brown (2001: 142) |
| To find some information to evaluate the layout and design in the task developed | | 17-18 | Harmer (1992: 279-280) Nunan (2004: 175) |

The second and the third questionnaires were used by the researcher to find out some weaknesses of the first and the second draft of the developed appropriate reading tasks that had been revised. The revision was based on the opinions from the students and the group of respondents. As a final point, the research revised the second draft of the appropriate reading tasks developed to get the tasks as purposed. The revised draft was the final draft of Appropriate Reading Tasks for the Fifth Grade Students of SDN Purwomartani in the Academic Year of 2013/2014.

2. Observation Guide

This instrument was used to gain the information on what was happening in the classroom during the implementation of the developed tasks. The observation guide was administered by the English teacher and the researcher. The observation was conducted during the implementation of the first and the second draft of the developed appropriate reading tasks to record the situation in the classroom. The observation guide was used as the guidance for keeping an eye on the students' attitude during the English teaching and learning process using the tasks developed. There was the organization of the observation guide.

Table 14. The Organization of Observation Guide

| The Purpose of the Questions | Question Numbers | References |
|---|------------------|---------------------|
| To find some information about the attitude of the students towards the tasks | 1-4 | Wajnryb (1992: 131) |

| | | |
|---|-------|-----------------------------------|
| To find some informationf about the quality of practice the developed tasks and activities | 5-16 | Brown (2001: 142) Nunan (2004) |
| To find some information about the role of the teacher when the students working with the tasks | 17-19 | Wajnryb (1992: 131) |

F. Validity and Reliability of the Instruments

Validity is the extent to which a test measures what it claims to measure. It is vital in order to find the results so that it will be accurately applied and intepreted. Meanwhile, to enhance the trustworthiness of the data and to reduce the subjectivity in analyzing the data, reliability was measured. Here, below were the validity and the reliability of the four instruments used in this research study.

1. Questionnaire for Needs Analysis (The First Questionnaire)

After the analysis, the researcher found that this instrument was valid. To find out the validity of this instrument, the researcher used content validity. The items of questions in the questionnaire were written in line with the grid of instrument. Content validity was used to find out whether or not the tasks developed represented of and were consistent with the theories relayed to the steps of developing tasks and materialas as proposed by the experts.

To find out the reliability of the instrument, the Cronbach's Alpha statistic was used. It was used to find out the internal correlation of the research instrument. For this questionnaire the Alpha score was 0.967, the questionnaire was regarded reliable.

2. Questionnaire for Evaluating Administered to Respondent (The Second Questionnaire)

In this study, the questionnaire was valid. To find out the validity of this questionnaire, instruments, the researcher used content validity as what had used in previous questionnaires.

3. Questionnaire for Evaluating Administered to Students (The Third Questionnaire)

Similar with the second questionnaire, this instrument was regarded to be valid. The researcher used content validity to find out the validity of the instrument. The questionnaire represented of and were consistent with the theories related to the theory of developing tasks proposed by the experts.

4. Observation Guide

To find out the validity of the instrument, the reseacher used content validity. It was used to examine whether the observation guide can be a good representation of some theories to find out what was happening in the classroom.

G. Research Procedure

The research was conducted using a procedure suggested by Nunan in combination with Masuhara in Tomlinson. The procedure were preparations, develop the tasks, evaluation and revision of the first developed tasks, implementation of the revised tasks, evaluation and revision of the second developed tasks. Here below were the steps of developing the product.

1. Preparations

In this step, the researcher designated preparations before developing the appropriate reading tasks. The preparations were presented below.

a. Conducting need analysis

The researcher conducted need analysis to find out the information about the students profile and their needs for learning English. The data about the student's needs were gained from the first questionnaire.

b. Selecting the topic and the objective of the tasks material

In obtaining these points, the researcher analyzed the data from the first questionnaire. In the relation of the topic, the researcher gave some questions to be answered. The students were offered some topics to be chosen and asked to write down the topic they wanted. Because of the limited time, the researcher took three topics which were to be the topics that were most wanted.

2. Development of the Appropriate Reading tasks

The course grid was written after selecting the topic. Here were the steps that the researcher used in developing the appropriate reading tasks for the fifth grade of the elementary school students.

a. Writing the Course Grid

The Course Grid consisted of four items. They were topic, standard of competences, basic competences and aspect of appropriate tasks. The aspect of tasks were indicators, input text, learning materials, activities, students roles, teacher roles and settings. In writing the course grid, the researcher used the theory from Nunan (1989: 48), Tomlinson (1998: 7-21) and Cameron (2001: 31-

32). The basic competences of the tasks were derived from the 2006 curriculum, it is stated that the elementary school are supposed to be able to read and comprehend a simple written English form, a simple descriptive text and a simple sentence to carry out the task successfully.

b. Developing the Appropriate Reading Tasks

In developing the tasks, the researcher drawn on some experts' theories and used some references from many elementary school books, worksheet, and some authentic texts as the basis of developing its input and activities.

3. Evaluation and Revision of the First Developed tasks

The evaluation of the first developed tasks was applied after the first develop task revised. In this stage, the researcher developed the second developed tasks based on the opinion and suggestion from the expert. The developing appropriate reading tasks were revised according to the data gathered.

4. Implementation of the Revised Tasks

The revised tasks were tried out after revising the first tasks. In this stage, the researcher performed the first observation, and the researcher's partner taught the English lesson using the revised developed tasks. After trying out the revised tasks, the researcher distributed the evaluation guide to the students to obtain their response about the revised tasks.

5. Evaluation and Revision of the Second Developed Tasks

In this stage, the researcher analyzed the data gathered from the questionnaires for evaluation toward the revised tasks developed. After analyzing

the data, the researcher revised the second developed tasks to produce the final draft.

H. Data Collection Techniques

The steps in collecting the data were done in some stages. The first thing was in the needs analysis stage. It was gained from the first questionnaire. The data gathered was for finding out the students' needs. After that, the course grid of the materials was developed based on the data gained from the first instrument. The course grid was used as the guidance to write the first draft of the developed reading tasks. To gain the data about the feedbacks and suggestions of the first draft of the materials, the second questionnaire was administered to the expert on language teaching to review the tasks. Next, based on the review from the expert and the data gained from the second questionnaire, the tasks were revised and then the tasks were implemented to the students.

To gain the data on the effectiveness of the materials, the third questionnaire was distributed to the students at the end of the implementation. To support the data from the questionnaire, the researcher and the partner administered an observation guide to note the situation during the implementation. Finally, the data from the evaluation questionnaire and the observation guide were used as the bases to evaluate and revise the materials.

I. Data Analysis Techniques

Data analysis technique refers to a process of shifting, organizing, summarizing, and synthesizing the data as to arrive at some result and conclusion of the result (Seliger and Shohamy, 1989: 201). This research used the

quantitative data. The quantitative data were collected from the questionnaires. The data from the questionnaires were obtained by using scoring scale to find out the effectiveness of the appropriate reading tasks. The responses were categorized into five scales based on *Likert's* scales, namely strongly agree, agree, undecided, disagree, or strongly disagree with each statement in the questionnaire.

The data from the questionnaires were analyzed using descriptive statistic by measuring the central tendency (mean) of each item in the questionnaire. The value of the mean determined the category of the materials. Seliger and Shohamy (1989: 211) state that *Central Tendency Measures* provides information about the average and the typical behavior of the subjects in respect to a specific phenomenon. The Central Tendency Measures used in the research was the mean. The value of each mean in each component of a task indicated the effectiveness of the designed tasks. This statistics data of the questionnaires were based on Quantitative Data Conversion (Suharto, 2006: 52). It can be looked up in the following table to judge whether the result of the mean value was effective or less effective.

Table 15 : The Quantitative Data Conversion

| Scales | Categories | Interval of Mean |
|--------|------------|------------------|
| 5 | very good | 4.20-5.00 |
| 4 | good | 3.40-4.19 |
| 3 | fair | 2.60-3.39 |
| 2 | poor | 1.80-2.59 |
| 1 | very poor | 1.00-1.79 |

In this research, the close questions from the questionnaires were analyzed by using Likert Scale and for the open question in the questionnaire, the

researcher analyzed them qualitatively. For the questions in part B number one until number 19 in the first questionnaire and the questions number one until number 20 in the second questionnaire, the researcher used Likert Scale to analyze whether the students were strongly agree, agree, undecided, disagree or strongly disagree with the statements. For number 20 and number 21 in the first questionnaire, number 21 until 22 in the second questionnaire, and number 19 until 22 in the third questionnaire were analyzed qualitatively to get the descriptions about the students and the respondents' opinion about the developed tasks.

In the same way, the observation guide was analyzed qualitatively to get the good representation of what was happening in the classroom during the implementation. The researcher counted up the number of students that performed as what were illustrated through the explanations given. It was shown in percentages representing the numbers. When the percentage was in the big numbers, the implementations were regarded to be successful and vice versa.

CHAPTER IV

RESEARCH FINDINGS

This chapter presents the results of the study. The discussion of this chapter includes the process of developing the reading tasks. They are the results of the need analysis, the first draft of the reading tasks, the evaluation by the expert judgement, trying-out and revising the developed appropriate reading tasks. The following sections describe the steps in developing the reading tasks.

A. Research Findings

1. Needs Analysis

This part deals with the description of the data from the questionnaires of the students' needs analysis. The results are the pieces of information about students' needs and interests on the tasks. The researcher conducted the needs analysis by giving the first questionnaire to the students. The results are divided into two presentations. The first presents the students' characteristics. The second presents the students' needs.

a. The Characteristics of the Students

There were 59 students in the fifth grade of SDN Purwomartani. There were two classes in this grade. They were 5A and 5B. The subject were the students of class 5B. The number of the students was 29. They were 13 boys and 16 girls. The girls were more active than the boys. The girl students actively asked their teacher when they got confused or did not understand about the lessons or the instruction of the tasks given.

In this class, there were three students who usually became trouble makers. They were all boys' students. They sometimes made noise by shouting and hitting the table using a ruler. This condition distracted another students' concentration. Although these students were difficult to be handled, they still paid attention to the exercises or assignments that the teacher gave out.

b. The Description of the Students' Needs

The results of the first questionnaire, shows the needs and the students' interests in the English teaching and learning processes. It points out the real condition of the students and the kinds of tasks that they need to practice. The results are used as the basic considerations in developing appropriate reading tasks. The detail information is presented in Table 16.

Table 16: The Needs Analysis of the Students' Characteristics

| No. | Variables | Indicator | Mean |
|-----|--|---|------|
| 1. | Students' interest in learning English | Love to read | 3.37 |
| | | Subscribe magazine | 2.86 |
| | | Enjoy English lesson | 3.27 |
| | | Enjoy reading English book | 3.20 |
| | | Enjoy doing English tasks | 2.86 |
| | | Do not grumble when doing English tasks | 3.00 |
| 2. | Learning Styles | Visual | 3.31 |
| | | Audiovisual | 3.03 |
| | | Kinesthetic | 2.68 |
| 3. | Learning Activities | Undertsand input text | 2.93 |
| | | Understand English instruction | 3.79 |
| | | Reading and Spelling | 2.86 |
| | | Answer question | 2.93 |
| 4. | Learning Method | In group | 3.13 |
| | | In pairs by teacher instruction | 2.79 |
| | | In pairs without teacher | |

| | | | |
|----|--------------------|--|--------------|
| | | instruction Working individually with the teacher guidance | 3.13 3.03 |
| 5. | Learning Materials | Content Layout | 3.27 3.13 |

The above data describe the students' interests, learning styles, learning activities, learning methods, and learning materials. Based on the data, the mean score of the students' interests in learning English is 3.09. It means that there are more than a half of the students that are eager to learn English. It can be said that the students' interest in learning English is high.

Talking about the learning styles, they have visual, audiovisual, and kinesthetic styles in learning English. The data show that the highest mean score is visual learning style (3.31). It means that there are more than a half of the students have visual learning style. The other characteristics that they have are, respectively, Kinesthetic (2.68) and audiovisual (3.03). It seems that learning that is accompanied by teacher guidance and the use of pictures is helpful for them. Related to this condition, providing activities employing pictures in the teaching and learning process can maximize their capability in learning English. Here, the researcher sets activities that made them experience the learning that represent the daily activities. This is supported by the use of pictures.

In the case of learning method, it shows that the fifth grade students of SDN Purwomartani choose to study English, respectively, in group (3.13) with the

teacher instruction (2.79) or without teacher instruction (3.13) and individually with the teacher guidance (3.03). The data show that majority of the students can learn English best by involving them working in groups. In this case, more than a half of the students prefer to choose their group member or their pairs by their own.

In the term of content, the researcher gives chances to the students to choose three topics they like. Based on the data obtained, they chose Notices (51,72%), Time (41,37%), and Invitation (48,27%) as the three most topics they like from the ten topics options in the questionnaire. Based on the data obtained the researcher developed two topics, They were “No Parking” and “Happy Birthday”. From data gained, it shows that the content of the lesson is the things that the students are going to use in the daily life (3.45). Here, the researcher provides the developed appropriate reading tasks with expressions, vocabularies list, and tasks that can rehearse them so that they are ready to use it in the real life. In the case of layout, most of the students like colorful books with pictures. These make them interested in learning English. It is enable the students to grasp the lesson.

B. Course Grid

The course grid was developed based on the data of needs analysis and the school-based curriculum. It was the guideline in developing appropriate reading tasks. There are ten components in this course grid. They were topics, standards of competence, basic competences and the aspects of tasks (indicators, input text, learning material, activities, student roles, teacher roles and settings).

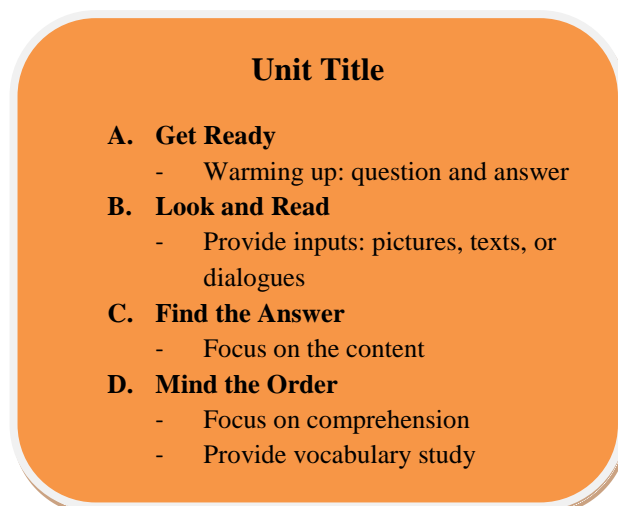
The topics in these reading tasks are derived from the needs analysis. As what has been stated in the previous section, the topics are about around the school environment, public notices, and Time. These topics are divided into two unit named in an ear-catchy way. They are “No Parking!” and “Happy Birthday” These topics are presented in this order based on the order in the syllabus that the teacher used.

In this research, there are two units in the reading tasks. In each unit, there are four sections. The sections are named based on the notion of before-reading, while-reading, and after-reading. They are “Get Ready”, “Look and Read”, Find the Answer” and “Mind the Order”. The standards of competency and the basic competences of each developed unit are taken from the recent curriculum that is used in Indonesia.

C. Task Format

Based on the theories mentioned in the previous sub chapter, the developed appropriate reading task in this research consists of three units. The format of the tasks developed is presented in the figure below.

Figure VII: The Task Format



From the figure above, there are three main sections in the appropriate reading tasks developed. They are “Get ready”, “Look and Read”, “Find the Answer” and “Mind the Order”. Those sections are named based on the notion of before-reading, while-reading and after-reading as have been proposed by H. Douglas Brown.

The first is “Get Ready”. This section gives the opportunities for the students to introduce the topic they are going to learn. It is used to activate their mind so that they are ready to learn the material. It is used to arouse the students’ interests in the topic. If they have found the phase where they are interested in, they will be motivated to execute the tasks given to them. It means that they are involved in the teaching and learning process eagerly.

The second is “Look and Read”. This section provides input such as pictures, texts, and dialogues. It contains some vocabularies that are introduced to the students. Here, the input is presented in attractive ways so that the students genuinely motivated to study the input before carrying out the tasks. In turn, they can perform the tasks in the production section lively.

The third is “Find the Answer”. In this section, it consists of a number of tasks that are made based on the language items that students have just acquired. The activities here are matching notice’s pictures with their meanings and their right places, matching the situations given with the right notices and drawing notices. These activities provide with the students some tasks to make them understand about the input.

The last is “Mind the Order”. This part checks the students’ comprehension about the content of the input that has just been learnt. Here, the students are directed to grasp the information given in the input. When they understand about the points given in the input, they are able to accomplish every task that follows this section. Key vocabularies are used in this part. It is used to help the students understand the meaning of some difficult words. The key words itself is presented in the end of each unit.

D. The First Draft of Appropriate Reading Tasks

In developing the tasks, the researcher drawn on some experts’ theories and used some references from many elementary school books, worksheet, and some authentic texts as the basis of developing its input and activities.

1. The Developed Tasks under the Theme “No Parking”

The warming up section in this unit is “Get Ready”. It begins with a picture that is followed by some simple questions to lead the students’ mind to the topic of the lesson. This section makes the students enthusiastic with the lesson. It is because when their mind is directed to the things that they are interested in, they will be easier to pay attention to the lesson.

If they pay attention to the lesson, they will be easier to accept the materials that are going to learn. It can be deduced that the students will be actively involved in the lesson. The picture and the questions of this section are presented in Figure VIII.

Get Ready

Task 1 Do it on your own. Look at the picture below and then answer the questions. *(Kerjakan latihan ini secara perorangan. Perhatikan gambar dibawah ini kemudian jawablah pertanyaan berikut).*



Look at the notice above !

Have you ever seen them before ?

Where can you find the notices above ?

Figure VIII: The picture and question in Get Ready in the theme “Turn Left and Go Straight”

The input in this unit is the notice's pictures with dialogues about asking for and giving notice's meaning. The input provides the description about the material being learnt. Here, the input is in the form of tasks, so the students will do the tasks first in order to learn them. In this part, the tasks are done by themselves individually and they are assisted by the teacher to accomplish the tasks. The input in this unit is presented in Figure IX.



Figure IX: The pictures of notices in the unit “No Parking”

In this input, there are some notices picture. Those pictures give some description about the material being learnt. Here, the inputs are presented in full color so that the students genuinely motivated to study the input. In turn, in the production section they can perform the tasks lively. These kinds of input are used to set their mind about the theme.

In “Find the Answer”, the students are engaged in some kinds of tasks that check their understanding about the content presented in the input. In completing the tasks, the students are not only asked to accomplish the tasks individually but also in pairs. In turns, it directs them interact with other students. In the result, they will be confident and will perform the production tasks actively.

1. Have you ever seen the notices above?

2. Where do you usually find the notices above?

1

2

Figure X: A task in the unit “No Parking”

There are four tasks in this unit (Task 3, Task 4, Task 5 and Task 6). Task 3 makes sure the students that they can accomplish the vocabularies used in this unit. They are asked to answer some questions related to the pictures in the previous exercise by choosing the answer in the key answer.

After doing this task, the next task in this content focus on the notice's meaning the pictures. The purpose of this exercise (task 4) is to make the students understand the meaning of each notice. Figure XI is an example of content focus task.


| | | |
|----|---|--|
| 2. |  | a. There is no public restroom in this place. |
| 3. |  | d. People are not allowed to make noise. |
| 4. |  | e. People must drive carefully in the children area. |

Figure XI: A matching task in the unit “No Parking”

In content focus Find the Answer, the students do Task 5. In Task 5, they decide the right notices based on the pictures and situation given by giving number. The purpose of this exercise is to make the students understand the notices' pictures based on their situations given.

1. You see someone confused to find a restroom area. What is the suitable notice based on the situation?
2. You see someone find a parking area. What is the suitable notice based on the situation?



Figure XII: A situation task in the unit “No Parking”

Next, in the task 6 the students draw the notice's picture based on the instruction given. The purpose of this task is to make the students memorize the notice's pictures with their meaning.

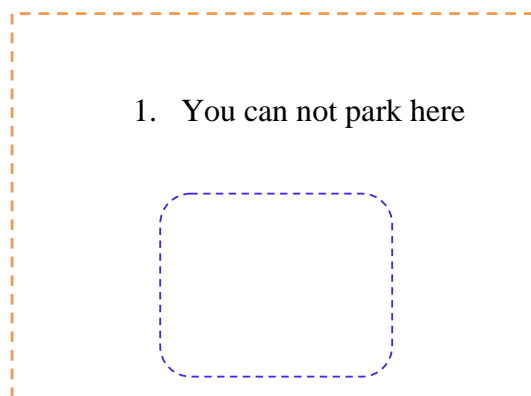



Figure XIII: A drawing task in the unit “No Parking”

The last section is Mind the Order, in this section there are Task 7 and Task 8. In Task 7, the students are engaged in some kinds of tasks that check their understanding about the content presented in the input. In completing the tasks, the students are not only asked to accomplish the tasks individually but also in pairs. In turns, it directs them interact with other students. The question is presented in figure XIV below:



Task 7 **Discuss with your partner. Where can you find those notices that have you drawn?** *(Diskusikan dengan temanmu. Dimana kalian dapat menjumpai gambar peringatan yang telah kalian gambar)*




Figure XIV: A discussion task in the unit “No Parking”

In the end of the section the students answer the following questions based on the text. This part checks the students' comprehension about the input text. They decide "Yes" if each statement below is correct and "No" if it is incorrect according to the text. The questions is presented in figure XV below:

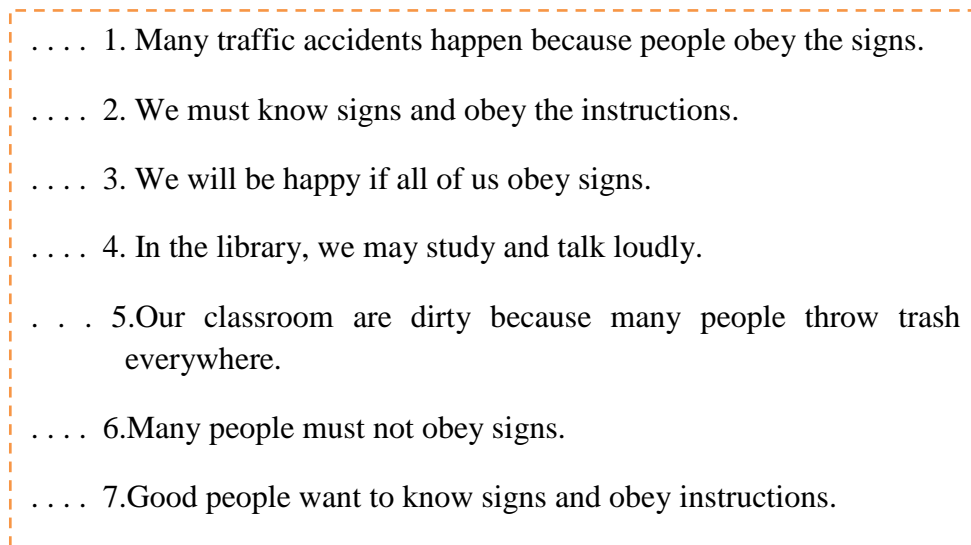
- 
- 1. Many traffic accidents happen because people obey the signs.
 - 2. We must know signs and obey the instructions.
 - 3. We will be happy if all of us obey signs.
 - 4. In the library, we may study and talk loudly.
 - 5. Our classroom are dirty because many people throw trash everywhere.
 - 6. Many people must not obey signs.
 - 7. Good people want to know signs and obey instructions.

Figure XV: An input text in the unit "No Parking"

2. The Developed Tasks under the Theme "Happy Birthday"

The warming up section in this unit is Get Ready. It begins with a picture that is followed by some simple questions to lead the students' mind to the topic of the lesson. This section makes the students enthusiastic with the lesson. It is because when their mind is directed to the things that they are interested in, they will be easier to pay attention to the lesson.

If they pay attention to the lesson, they will be easier to accept the materials that are going to learn. It can be deduced that the students will be actively involved in the lesson. The picture and the questions of this section are presented in Task 1 below.



Figure XVI: The picture and questions in Get Ready in the theme “Happy Birthday”

The figure above directs the students’ mind about birthday card. After noticing the picture, the students are led to the questions given.

In the “Look and read”, the students are asked to identify some items in a birthday card based on the previous task by putting a check (✓). This task (Task 2) gives a description about some information in a birthday card.

| | | | |
|-------------|-----------------------|----------------|-----------------------|
| a date | <input type="radio"/> | a phone number | <input type="radio"/> |
| a map | <input type="radio"/> | a picture | <input type="radio"/> |
| price | <input type="radio"/> | an adress | <input type="radio"/> |
| time | <input type="radio"/> | a note | <input type="radio"/> |
| a dresscode | <input type="radio"/> | inviter | <input type="radio"/> |
| a place | <input type="radio"/> | invitee | <input type="radio"/> |

Figure XVII: An identification task in the unit “Happy Birthday”

This section provides input such as pictures, texts, and dialogues. It contains some vocabularies that are introduced to the students. Here, the input is presented in attractive ways so that the students genuinely motivated to study the input before carrying out the tasks. In turn, they can perform the tasks in the production section lively. There are four tasks (Task 2, Task 3, Task 4, and Task 5). In the Task 3, the students are asked to answer some questions related to the previous birthday card in Task 1. It make sure that they understand the information in it. The task is presented in figure XVIII below:


| | | |
|----|------------------------------|--|
| 1. | Who has the party? |  |
| | <input type="text"/> | |
| 2. | When will the party be held? | |
| | <input type="text"/> | |

Figure XVIII: The questions in the unit “Happy Birthday”

Next, to bring out their mind about the topic, In task 4 there are two dialogues between two students about time to attend a birthday party. Because the first student does not know what the time is, he asks the time there to the girl. Here, the inputs are presented in the attractive way so that the students genuinely motivated to study the input.

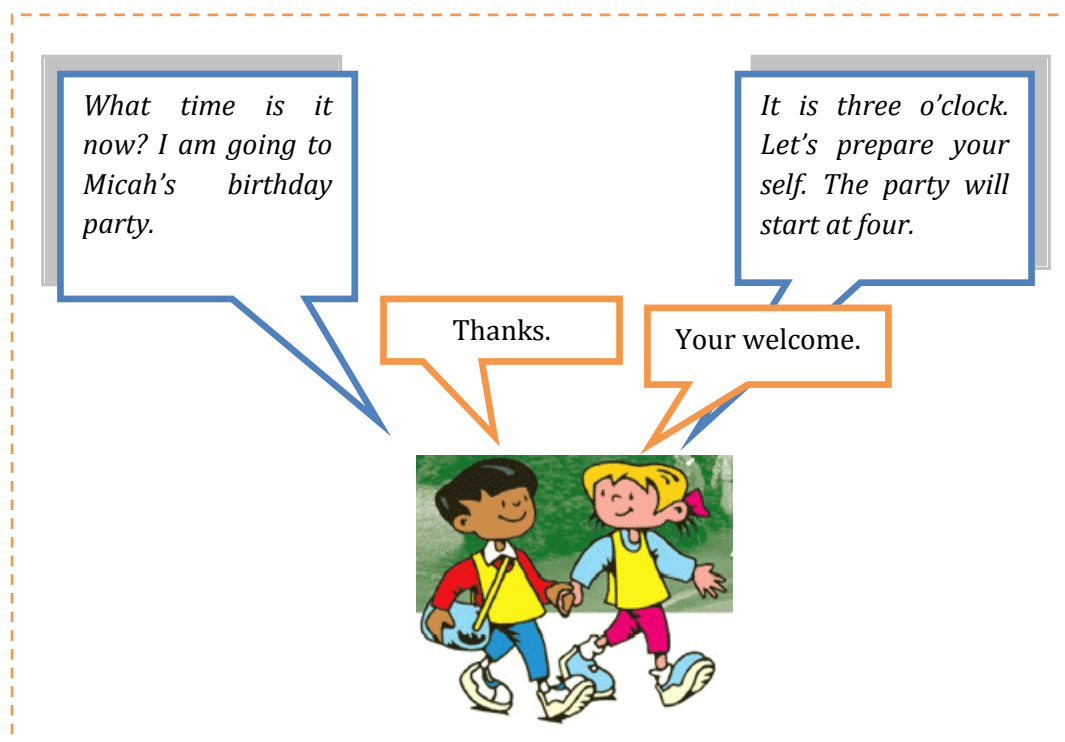


Figure XIX: A dialogue in the unit “Happy Birthday”

In the Task 5, the students study an information for telling the time. The teacher also guides the students to study the information. Here is the information about the time in Task 5.

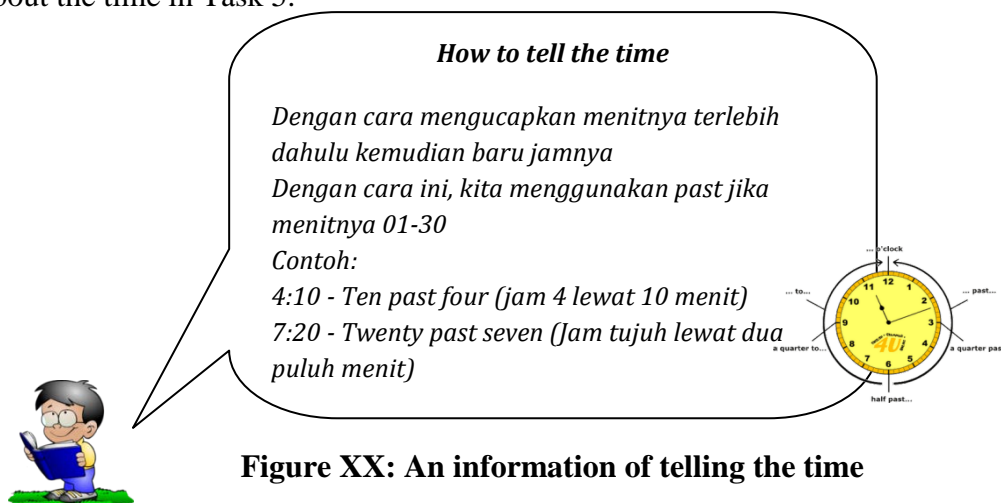


Figure XX: An information of telling the time

In “Find the Answers”; the students do Task 6, Task 7, and Task 8. In the task 6, the students are directed to draw the time based on the situation given. The

task is designed with interesting picture so they genuinely motivated to do the task.

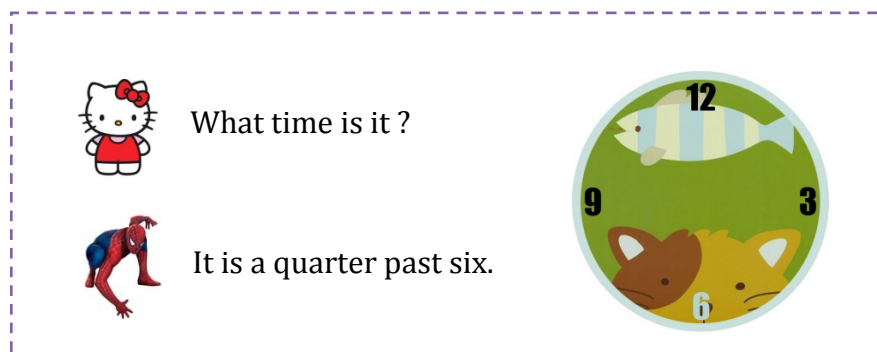


Figure XXI: A task of drawing time

Next, in the task 7 the students match some pictures of time with the right information by tracing a line. Here, their mind is directed to define the time based on the information given. This activity is completed with interesting picture so they feel easier to do the task.



Figure XXII: A matching task in the unit “Happy Birthday”

In the task 8, the students are asked to study the parts of birthday invitation. The given inputs are in the form of invitation picture with its detail information for each part. The given input is represented in Figure XXIII below.

Figure XXIII: An information of birthday card



Task 9 also gives the students an input text about the days in a week. It helps the students to complete the next task related to this input.

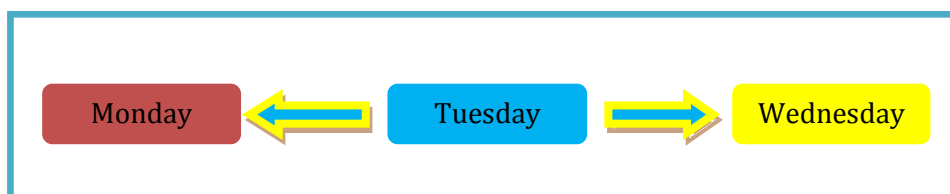
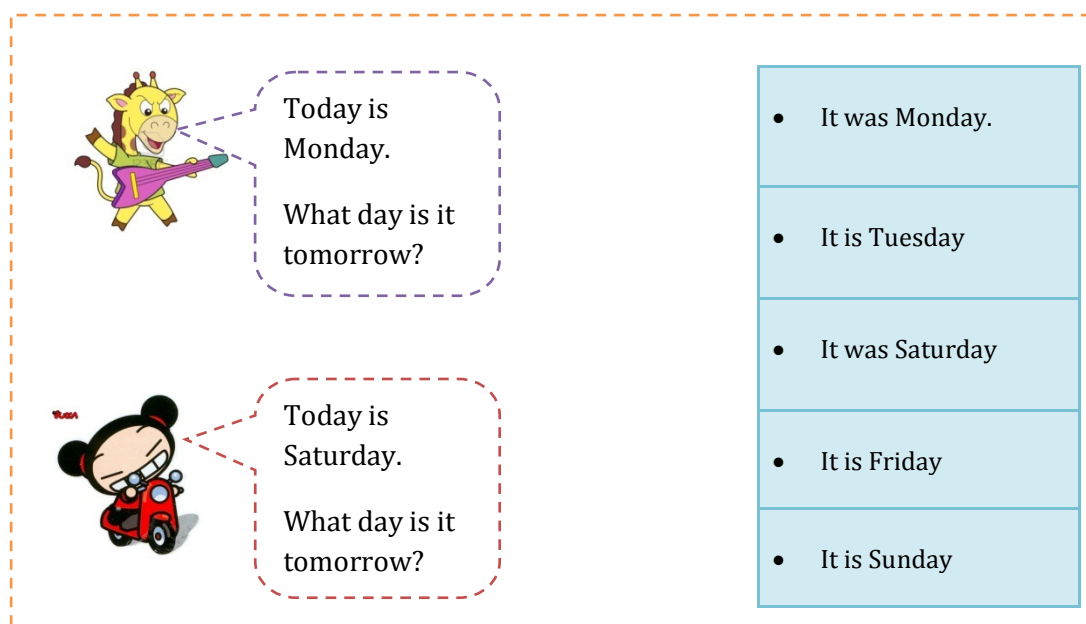


Figure XXIV: An information of days

After they study the input text, they are asked to answer some question related to the input text by tracing a line. Here, their mind is directed to define the days according the time. This activity is completed with interesting picture so they do not feel bored to do the task.



Today is Monday.
What day is it tomorrow?

Today is Saturday.
What day is it tomorrow?

- It was Monday.
- It is Tuesday
- It was Saturday
- It is Friday
- It is Sunday

Figure XXV: A matching task of days

In the next task, the students study two dialogues between two children about their habitual activities in a week.



Figure XXVI: A dialogue in the unit “ Happy Birthday”

The last section is Mind the Order, in this section the students are engaged in a task that check their understanding about the content presented in the input. The task is represented in a table so they are asked to identify some information from some birthday cards and fill in the table.



| Information | Invitation |
|----------------|------------|
| Inviter | |
| Day | |
| Date | |
| Time | |
| Place | |
| Special note | |
| Contact Person | |

Figure XXVII: The table of the task in the unit “ Happy Birthday”

E. The Evaluation of the First Draft Appropriate Reading Tasks

The appropriate reading tasks developed were implemented to the research subject. However, before the implementation, the researcher asked to an expert to

judge the tasks developed. And gave the second questionnaire. The respondent was a lecturer who has competence in teaching to young learner.

1) Experts' Judgment

The experts' judgment was required to evaluate the appropriate reading tasks. The experts' judgment consists of a content expert who evaluated the materials aspect.

a. Evaluation by Content Expert

The content expert evaluated the content of appropriate reading tasks. In order to improve the content quality of the materials, the content expert evaluated the materials, gave some suggestions, comments, and feedback. The following was the data obtained from the content expert.

Table 17: The Data of Content Aspect

| No. | Statements | Score |
|-------------|--|-------------|
| 1. | The tasks are developed based on the rule given in 2006 curriculum. | 4 |
| 2. | The tasks are developed based on the course grid. | 4 |
| 3. | The tasks are developed based on reading skills for students of elementary school. | 3 |
| 4. | The tasks help the students broaden their vocabulary mastery. | 4 |
| 5. | The tasks are helpful in daily life. | 4 |
| 6. | The activities represent the real activities in the daily life. | 2 |
| 7. | The topic is relevant with the children/students' environment. | 3 |
| Mean | | 3.42 |

Based on the data on the table 6, the mean was 3.42. According to the data conversion on chapter three the data can be categorized into good category, as long as the mean score of the mean ranged from 3.40 – 4.19.

Table 18: The Data of Language Aspects

| No. | Statements | Score |
|-------------|---|-------------|
| 1. | The input given help the students achieve the objective of the study. | 4 |
| 2. | Input in this tasks (texts, dialogues, and pictures) are authentic | 3 |
| 3. | Input give correct structure and grammar. | 4 |
| 4. | The tasks have clear instruction. | 4 |
| 5. | The tasks are developed from the easier to the more difficult tasks. | 4 |
| 6. | The tasks are developed from guided tasks to semi guided tasks. | 4 |
| 7. | Layout is interesting and clear. | 5 |
| 8. | Pictures are clear. | 3 |
| Mean | | 3.87 |

Based on the data on the table 7 related to language aspect, the mean score was 3.87. The data can be categorized as a good category, since the mean score of the mean ranged from 3.40 – 4.19.

Table 19: The Data of Activity Aspects

| No. | Statements | Score |
|-------------|--|------------|
| 1. | The tasks can motivate the students to learn English. | 4 |
| 2. | The tasks are appropriate with the students' ability. | 2 |
| 3. | The tasks provide adequate opportunity for the students to interact with other friends. | 4 |
| 4. | The activities give sufficient opportunity for the students to work with their own group. | 4 |
| 5. | The tasks encourage the students to be brave to say something in English, although it will be incorrect. | 4 |
| Mean | | 3.6 |

Table 8 shows that the mean was 3.6. The data can be categorized as a good category since the mean score of the mean ranged from 3.40 – 4.19. There were some revisions from content expert related to the activity aspect. Some

instructions have been revised and also picture have been changed based on the situation.

b. Revision made

After conducting experts' judgment, the revisions were made to the appropriate reading tasks based on the suggestions from the experts. The revisions are presented as follows.

Table 20: Revisions of the Contents of the Appropriate Reading Tasks

| No. | Suggestions | Action Taken |
|-----|--|---|
| 1. | There were some inappropriate notice's pictures in Unit I. It's better if the pictures are suitable with the children context. | Inappropriate notices in Unit I were corrected. |
| 2. | The instruction of each task was very complex. It's better to change the instruction into short form. | The instructions were changed into short and clear instructions. |
| 3. | There were some input texts were not appropriate with the students' ability. | The input texts were corrected according to the students' ability. |
| 4. | There were some inappropriate expression that can be found in the tasks. | The expression were corrected. |
| 5. | It's better to resize some pictures into proportional form. | The pictures were resized into proportional form. |
| 6. | It's better to complete the task with vocabularies studies. | The vocabularies studies were given for each unit. |
| 7. | There were some grammatical, punctuation, and spelling errors in the practice. | Some grammatical, punctuation errors and also inappropriate layout in the practice were corrected |
| 8. | There were some unclear pictures in the task. | Some unclear pictures were corrected. |

F. Second Draft of the Appropriate Reading Tasks

After getting feedback from the, the appropriate reading tasks was revised, including the content materials. The revision then was called as the second draft. The figures below were the revisions of the second draft of appropriate reading

tasks based on experts' suggestions that need to be revised. The details of the second draft layout can be seen in the appendices.

1) Task 1 under the theme “No Parking”



Figure XXVIII: The notices' pictures in the second draft

In this task, the input text were changed into appropriate context and the “bubble text” was changed into right form.

2) Task 5 under the theme “No Parking”



| Picture | Description | Notice |
|---|---|--------|
| 1.  | The man is talking loudly in the library. | |
| 2.  | The man is smoking in the public places. | |

Figure XXIX: Input text in the unit “No Parking”

The task was completed with the pictures appropriate with their descriptions so it helps the students to do the tasks.

3) Task 8 under the theme “No Parking”

It is important to know signs and to obey instructions.

For example, Many traffic accidents will happen if people do not obey the signs.

Our classroom and other places will be dirty if people throw trash everywhere.

We cannot study well if people talk loudly in the library.

Therefore, it is good for us all to know signs and to obey instructions.

Figure XXX: Input text in the unit “No Parking”

The text was shorted into good order and it was appropriate with the students’ ability.

4) Vocabulary Study

| Vocabulary List | |
|-------------------------|------------------------|
| important | : penting |
| know | : mengetahui |
| obey | : mematuhi |
| sign | : tanda/symbol |
| happen | : terjadi |
| traffic accident | :kecelakaan lalu linta |
| dirty | : kotor |
| throw | :melempar/membua |
| instruction | :instruksi/perintah |



Figure XXXI: Vocabulary List

The vocabulary list helps the students to do the input text. It was arranged into good form with interesting picture in the right side.

5) Task I under the theme “Happy Birthday”



Figure XXXII: The input text in the unit Happy Birthday

In the second draft, that picture was presented clearly. It was interesting than previous.

6) Task 2 under the theme “Happy Birthday”

| | | | |
|-------------|-----------------------|----------------|-----------------------|
| a date | <input type="radio"/> | a phone number | <input type="radio"/> |
| a map | <input type="radio"/> | a picture | <input type="radio"/> |
| price | <input type="radio"/> | an address | <input type="radio"/> |
| time | <input type="radio"/> | a note | <input type="radio"/> |
| a dresscode | <input type="radio"/> | inviter | <input type="radio"/> |
| a place | <input type="radio"/> | invitee | <input type="radio"/> |

Figure XXXIII : Task 2 in the second draft

The table in this unit was presented in full color. It aimed to interest the student to feel motivated in doing the task.

7) Task 12 under the theme “Happy Birthday”



| Information | | | | | |
|-------------|-----|------|------|-------|----------------|
| Inviter | Day | Date | Time | Place | Contact Person |
| | | | | | |

Figure XXXIV: The input text and question in the unit “ Happy Birthday”

In this task, the table was changed more simple. The activity of identifying picture is one of favorite activities for many students, moreover it is completed with colorful picture.

G. The Implementation of the Second Draft in of the unit “No Parking”

The implementation of the second draft of this unit was held on, November 11th, 2013. The teacher started the lesson by greeting the students. After that, she asked them to look at the picture in the warming up section and then asked the

questions related to the task orally. The students enthusiastically did the tasks. In this situation, all of the students had just directed to the topic.

After doing the warm up session, the students learnt (Task 2) studied some pictures of notice. In these, task he students did not find any difficulty. However, they understand some notices. The teacher corrected guided them to identify the pictures. In Task 3, they matched some notices with their places. In this task the students did it very good. Although they were successful in this task, some of them still confused with the instruction. They felt confused about what to do toward the task. Here, the instruction was considered to be revised to make it easy to follow.

In task 4, the students were directed to identify the right notices based on the situations given. Some of them were confused with the instruction. Here, the instruction was considered to be revised. In the following tasks, they did not have any difficulties to do the tasks. The tasks were presented with colorful pictures and very interesting, so they did not feel bored. In this case, the reading skills were improved.

H. The Implementation of the Second Draft in the unit “Happy Birthday”

The implementation was held on Tuesday, November 12th, 2013. The teacher started the lesson by greeting the students. The teacher, then, brought them into the warming up session. The teacher asked some questions to all of the students orally based on the questions written in the Task 1. In this task, they were directed to think about a birthday card. They actively mentioned the things that can be found in a birthday card.

In section “Look and Read” the students were directed to identify some items in a birthday card. They find the information based on the card by putting a check. In this task, they were confused with some words. They did not familiar with the word like “inviter” and “invitee”. So, the instruction was revised and easy to follow. This task was completed with a vocabulary study in order to help them understand some unfamiliar words.

In section “Find the Answer”, generally, the implementation of each task in this unit ran well. However, in Task 7, the students found a missing answer in matching activities so, the optional answer were revised. In this unit, they felt enthusiastically in doing the task because they found many interesting birthday cards that were presented in their favorite’s cartoons.

I. The Evaluation of the second draft

After the implementation of the second draft, the students gave their opinions about the goals, input, activities, instructions, and the layout of this unit. The data were attained from the third questionnaire administered by the students. In the end of the questionnaire, the students wrote their opinions and suggestions about the developed tasks in the open questions.

The data were gathered from the close questions of the third questionnaire. They are presented in Table 24. The mean scores show the lowest and the highest mean scores of the aspects being analyzed in the evaluation.

Table 21. The Mean Scores of the Students’ Evaluation on the Second Draft from the Lowest to Highest Derived from the Third Questionnaire

| N | Mean | Statement | Aspects to be considered | Statement |
|---|------|-----------|--------------------------|--|
| 5 | 3.2 | 2 | goal | I understand the content of the text in this material. |

| | | | | |
|---|-----|----|-------------------|---|
| 5 | 3.4 | 4 | goal | The tasks help me to understand some English words and sentences correctly. |
| 5 | 3.4 | 5 | goal | The tasks help me to do the task in pairs |
| 5 | 3.4 | 6 | goal | The tasks help me understand the English Instruction |
| 5 | 3.6 | 3 | goal | The tasks help me understand a dialogue in English |
| 5 | 3.6 | 10 | activity | The tasks are presented from the easiest to the more difficult. |
| 5 | 3.8 | 1 | goal | The tasks help me broaden my vocabulary mastery. |
| 5 | 3.8 | 7 | goal | The tasks help me read some English words and sentences correctly. |
| 5 | 3.8 | 12 | activity | The models of the tasks are varied. |
| 5 | 4.0 | 8 | instruction | This worksheet is not too difficult for me. |
| 5 | 4.0 | 9 | instruction | Instructions in this worksheet are clear. |
| 5 | 4.0 | 11 | activity | The tasks motivate me learn English |
| 5 | 4.0 | 13 | activity | I like all of the activities in these tasks. |
| 5 | 4.2 | 14 | activity | The activities in these tasks give the opportunities for me to work individually, in pairs, and in group to interact. |
| 5 | 4.4 | 15 | input | I can use the materials in these tasks in the daily activities. |
| 5 | 4.4 | 18 | layout and design | The dialogues and the pictures in these tasks help me to learn English. |
| 5 | 4.6 | 17 | layout and design | I like the pictures in this worksheet. |
| 5 | 4.8 | 16 | input | The materials given are appropriate with my ability. |

From the table above, it means that the students give good response to the appropriate reading tasks developed. The mean scores range from 3.2 to 4.8. The mean scores show that the goals, activities, input, and the layout match with the objective of the lesson.

The tasks of this unit help the students improve their reading skills. This inference is gained by looking on the mean score of the aspect of goals. It ranges from 3.2 to 3.8. It means that the tasks can beneficially assist the students to understand the written English words and sentences. Based on the table, the tasks are useful for the students (4.4). The tasks help the students read some English words and sentences (3.8). It helps them broadening their vocabularies mastery (3.8).

Taking into account on the aspect of instructions, the instructions used in this unit are clear (4.0). The tasks are presented from the easiest to the more difficult one. This condition helps the students studying the material given step by step. During the implementation, the students enjoy doing the tasks. The mean score for this statement is 4.6.

The activities in this unit are easy to do. The data show that the tasks have given much opportunity for the students to work individually, in pairs, and in group. This deduction derives from the data that shows its mean score (4.2). The aspects of instructions support the students' understanding about how to carry out the activities. Further, the tasks provide various activities (3.8). They do the tasks enthusiastically.

The above data show that the students like the activities. The mean of this statement is 4.0. The data show that more than a half of the students like the tasks. They like the tasks because the activities are varied (3.8). This situation shows that the students are motivated by the activities because the activities in this unit

are varied. When they like the tasks, it means that the students feel motivated to do the tasks.

The input is considered good based on the data above. This inference is got by looking on the mean scores for statement number 15 and number 16. The mean scores for these two statements are (4.4) and (4.8). It shows that the inputs given are appropriate with the student's ability and the principle of authenticity. Based on the data, the input matches with the learner's ability (4.8). It means that the students find it easy when doing the tasks. This situation happens because the students already have the knowledge.

Based on the data, it shows that the students like the layouts. The students admit that the dialogues and the pictures in these tasks help them to learn English. It means that the layout of this unit is considered very good. This conclusion is brought by looking on its mean scores that ranges from 4.4 to 4.6.

Based on the data above, the students find themselves happy to do the tasks. They keep working with the activity when the teacher asks them to finish the activities. It shows that the students enjoy the activities. They do not want to end up the activity although the teacher asks them to stop the activity. In this implementation, the observer suggested that the teacher should pay attention to the students who made noise. If the teacher could manage the class well, the teaching and learning process ran effectively.

J. The Final Product

After the second draft have been implemented, the researcher revised the tasks based on suggestion and the third questionnaire. In the final product the

researcher added many colorful lines to be more attractive. Some instructions had been revised to be more simple and easy to understand. Some unclear pictures also revised so the students were easy to read some text inside the pictures.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents two main points. They are conclusion and suggestions. The research findings are summarized and the conclusions are drawn. Some suggestions are addressed at the last part of this chapter. Each point is explained below.

A. Conclusion

This study is categorized into research and Development (R&D). The appropriate reading tasks was designed by following the model proposed by Masuhara in combination with Nunan. The procedures consists of planning, developing, evaluating and revising , implementing, and revising.

After analyzing the data collected, the researcher concludes that there are some points to be highlighted in developing appropriate reading tasks for the fifth grade students of elementary school. First, the developed appropriate reading tasks are relevant to the curriculum demands and the needs of the fifth grade students of SDN Purwomartani. Using these tasks, the students are able to use their reading competence in in the school context and to have awareness of the nature and importance of English in order to be ready to take a part in daily life.

Second, the appropriate reading tasks developed in this research study can reach the learning objectives. The tasks have appropriate content and good layout. The level of difficulties fits the students' English proficiency. To accomplish the goals, the six elements of tasks such as goal, input, activities, settings, teacher's role, and learners' role are presented well. In these tasks, there are various inputs

such as dialogues, texts, and pictures. There are many kinds of activities in the unit such as informational discussions, drawing, matching activities, etc.

Through the various tasks; the students are motivated to learn English. They will not feel bored. Here, their reading skills are improved. In terms of settings, the students are able to work individually, in pairs, and in groups. The teacher's roles are as an observer, model, facilitator, and organizer, while the learners' roles are as the participants and performers.

Third, the appropriate reading tasks developed are effective in engaging the students to carry out in their daily life. This situation comes into view significantly. Because the tasks provide the activities that offer the students to carry out the tasks in real life. They become keenly engaged in the teaching and learning process. They have experiences when practicing the knowledge that they learnt before. In the result, they are already to take apart in the social life around them.

B. Suggestions

There are some suggestions related to this research study. The suggestions are addressed to the English teacher and the other researchers that are interested in this field.

For the English teacher, he or she is expected to be more careful in selecting, adapting, adopting, or developing tasks for students. The tasks given to the students should be based on the students' needs and profile because the

appropriate tasks help the students reach the learning objectives stated in the curriculum.

For the other researchers that are interested in the same field, they should choose and set the appropriate input and activities that correspond to the students' needs and the students' profile of the fifth grade students of elementary school. Those researchers are expected to take into account to the curriculum that the government designated in that time when developing the tasks planned.

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(APPENDIX A)

COURSE GRID

DEVELOPING APPROPRIATE READING TASKS

FOR THE FIFTH GRADE STUDENTS OF SDN PURWOMARTANI IN THE ACADEMIC YEAR OF 2013/2014

Nama Sekolah : SDN Purwomartani

Semester : II (Genap)


Kelas : 5B

Academic Year : 2013 / 2014

Standard of Competences

Reading


7. Memahami tulisan bahasa Inggris sangat sederhana dalam konteks sekolah

| Unit | Topic | Basic Competences | Aspects of Task | | | | | | |
|----------|---|---|---|-------------------|---|---|--|---|-------------------------|
| | | | Indicators | Input Text | Learning Materials | Activities | Student Roles | Teacher Roles | Settings |
| <i>I</i> | Public Notices (No Parking)  | 7.1 Membaca nyaring dengan ucapan, tekanan, dan intonasi yang tepat dan berterima yang melibatkan: kata, frasa, kalimat sangat sederhana, dan teks sangat sederhana | a. Students can understand the notices' meaning b. Students can match the notice with the correct places c. Students can decide the right notices based on the situations given | Text about notice | Example of Expressions <ul style="list-style-type: none"> • <i>No smoking</i> • <i>No entering</i> • <i>Keep of the grass</i> • <i>Exit</i> • <i>No Parking</i> Key Vocabularies: Public Places <ul style="list-style-type: none"> • Hospital • School • Zoo | A. Pre Task The students are asked some questions in order to direct their mind in the topic that are going to be discussed Example: <i>Ss, Look at the the pictures below !</i> - <i>Do you know those pictures?</i> - <i>Where do you usually find them?</i> Pre Reading <ul style="list-style-type: none"> • The students look at the | Negotiator Performer Interactor Participant | Facilitator feedback Provider Controller | Individually In pair |

(APPENDIX A)

| | | | | | | | | | |
|--|--|--|--|--|---|--|--|--|--|
| | | | | | <ul style="list-style-type: none"> • Airport • Bank | <p>notice's pictures</p> <ul style="list-style-type: none"> • The students identify the pictures <p>B. Main Task</p> <p>1. Individual reading task</p> <p><i>While –reading</i></p> <ul style="list-style-type: none"> • The students study the notices' pictures • The students match the notices with their places • The students draw the notices based on the information given <p><i>Post-reading</i></p> <ul style="list-style-type: none"> • The students identify some information based on the text <p>2. Group reading task</p> <p><i>While-reading</i></p> <ul style="list-style-type: none"> • The students match the notices with their meanings • The students match the notices based on the situation given <p><i>Post reading</i></p> <ul style="list-style-type: none"> • Checking answers • Doing group discussion <p>3. Independent project</p> <ul style="list-style-type: none"> • Identify some notices in the students' places • Identify the key vocabularies | | | |
|--|--|--|--|--|---|--|--|--|--|

(APPENDIX A)

| | | | | | | | | | |
|----|--|--|--|-------------------|---|--|--|---|-------------------------|
| II | Invitation Card (Happy Birthday)  | 7.2 Memahami kalimat, pesan tertulis dan teks deskriptif bergambar sangat sederhana secara tepat dan berterima | a. The students can identify some parts the invitation text b. The students can understand some parts in the text c. The students can understand of telling the time | Announcement text | Key vocabularies <ul style="list-style-type: none"> - Inviter - to - From - Time - Date - Invitee - RSVP - Celebrate | A. Pre Task The students are asked some questions in order to direct their mind in the topic that are going to be discussed Example: <ul style="list-style-type: none"> - <i>Ss, have you ever got a birthday invitation?</i> Pre Reading <ul style="list-style-type: none"> • The students look at the picture given • The students identify the picture B. Main Task <ol style="list-style-type: none"> 1. Individual reading task While –reading <ul style="list-style-type: none"> • The students identify some items in an invitation card • The students identify some information based on the invitation card • The students match the time with their information • The students draw the time based on the information given Post-reading <ul style="list-style-type: none"> • The students identify some information based on the invitation given • Doing class discussion 2. Group reading task | Negotiator Performer Interactor Participant | Facilitator feedback Provider Controller | Individually In pair |
|----|--|--|--|-------------------|---|--|--|---|-------------------------|

(APPENDIX A)

While-reading

- The students study the dialogue of telling the time
- The students study the information of telling the time

Post reading

- Checking answers
 - Doing group discussion
3. Independent project
- Identify some parts of birthday invitation
 - Study the vocabulary list

FIRST DRAFT



Smart Reader



Arranged by:

Eva Natalia Gultom (06202244067)

Student of English Language Education Department

UNIT I

NO PARKING

Objective:

- In the end of the lesson, the students are able to read the notices aloud using correct intonation
- In the end of the lesson, the students are able to comprehend the notices' meaning in some public places

Get Ready

Task 1



Do it on your own. Look at the pictures below and then answer the questions. *(Kerjakan latihan ini secara perorangan. Perhatikan gambar dibawah ini kemudian jawablah pertanyaan berikut).*



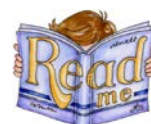
Look at the notice above !

Have you ever seen them before ?

Where can you find the notices above ?



*English Reading Tasks for the Fifth Grade
Students of Elementary School*



Task 2



Do it on your own. Look at the notices below and study it.
(Kerjakan latihan ini secara perseorangan. Perhatikan gambar peringatan ini dan pelajarilah).



Task 3



Do it in pairs. Answer the following questions based on the notices above.
(Kerjakan latihan ini secara berpasangan. Jawablah pertanyaan berikut berdasarkan gambar diatas)

Questions:

1. Have you ever seen the notices above?

2. Where do you usually find the notices above?

1

2



| | |
|----------|--|
| 3 | |
| 4 | |
| 5 | |
| 6 | |
| 7 | |
| 8 | |
| 9 | |






| | |
|------------------------|-------------------------|
| In the beach | In the garden/park |
| On the floor | On the bench |
| In the electric socket | In the zoo |
| In the library | In the residential area |
| In the restricted area | |



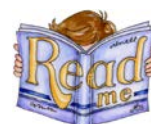
Task 4






Do it on your own. Match the notices below with the right meaning. Number one is done for you. *(Kerjakan latihan ini secara berpasangan. Pasangkan gambar-gambar berikut dengan artinya masing-masing. Nomor satu sebagai contoh).*

Questions:

| A | B |
|---|---|
| 1.  | a. The bus must park in the bus stop. |
| 2.  | b. People must be careful to pass the slippery floor. |
| 3.  | c. There is no public restrooms in this place. |
| 4.  | d. People are not allowed to make any noise. |
| 5.  | e. People must drive carefully in the children area. |

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| | | |
|-----|---|--|
| 6. |  | f. The visitors are prohibited to feed the animal. |
| 7. |  | g. People can park their vehicles here. |
| 8. |  | h. People are not permitted to smoke in this area. |
| 9. |  | i. Public can not enter the area. |
| 10. |  | j. People must throw the rubbish in the trash can. |

NOTICE

is a symbol or a text to inform people about something and to do anything.



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Students of Elementary School*



Task 5

Do it in pairs. Match the right notices based on the situation given by writing the number under the right notices.
(Kerjakan latihan ini secara berpasangan. Pasangkanlah gambar-gambar berikut berdasarkan situasi yang diberikan dengan menomori gambar yang benar).

Situation:

1. Our classroom are dirty because many people throw the trash everywhere. What is the suitable notice based on the situation?
2. The students talk loudly in the library. What is the suitable notice based on the situation?
3. There are many people smoke cigarettes everywhere. What is the suitable notice based on the situation?
4. You meet someone who confuses to go out from a parking area. What is the suitable notice based on the situation?
5. You see someone confuses to find a restroom area. What is the suitable notice based on the situation?
6. You see someone find a parking area. What is the suitable notice based on the situation?



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 Students of Elementary School*



Task 6

Do it on your own. Draw the notice based on the instructions below. *(Kerjakan latihan ini secara perseorangan. Gambarlah tanda peringatan atau pemberitahuan berdasarkan instruksi dibawah ini).*

Instructions:

1. You can park here.



2. You can go out this way.



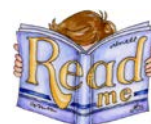
3. You can wait here.



4. Keep quiet, please.



5. The bench is wet with paint



6. Switch off your mobile phone.



7. Do not feed the animal.



8. You cannot enter the place.



9. You can smoke over there.



10. You can ask for information.



Task 7



Discuss with your partner. Where can you find those notices that have you drawn? *(Diskusikan dengan temanmu. Dimana kalian dapat menjumpai gambar peringatan yang telah kalian gambar)*



*English Reading Tasks for the Fifth Grade
Students of Elementary School*



Task 8



Do it on your own. Read the text below and “Yes” if each statement below is correct and “No” if it is incorrect according to the text. *(Kerjakan latihan ini secara perseorangan. Bacalah teks dibawah ini dan isilah dengan “Ya” apabila pernyataan tersebut benar dan “Tidak” apabila pernyataan tersebut tidak benar sesuai dengan teks diatas)*



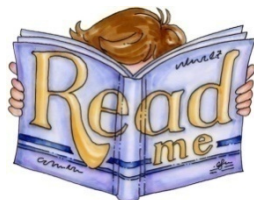
It is important to know signs and to obey instructions. For example, some people can be very ill if many people smoke cigarettes everywhere. Many traffic accidents will happen if people do not obey the signs. Our classroom and other places will be dirty if people throw trash everywhere. We cannot study well if people talk loudly in the library. Therefore, it is good for us all to know signs and to obey instructions.



- 1. Many traffic accidents happen because people obey the signs.
- 2. We must know signs and obey the instructions.
- 3. We will be happy if all of us obey signs.
- 4. In the library, we may study and talk loudly.



- 5. Our classroom are dirty because many people throw trash everywhere.
- 6. People can smoke everywhere because they want to.
- 7. Many people must not obey signs.
- 8. Good people want to know signs and obey instructions.



Vocabularies List

| | |
|------------------|-------------------------|
| important | : penting |
| know | : mengetahui |
| obey | : mematuhi |
| sign | : tanda/symbol |
| happen | : terjadi |
| traffic accident | :kecelakaan lalu lintas |
| dirty | : kotor |
| throw | :melempar/membuang |
| instruction | :instruksi/perintah |



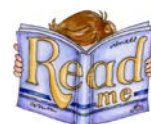
REFLECTION

Put a tickto each skill based on your ability. (Beri tanda centang pada skill berikut berdasarkan kemampuanmu).

| Skill | Yes | Partly | No |
|--|-----|--------|----|
| Can you read the notices using correct intonation? | | | |
| Can you understand the notices ? | | | |



English Reading Tasks for the Fifth Grade
Students of Elementary School



UNIT II

HAPPY BIRTHDAY

Objective:

- In the end of the lesson, the students are able to comprehend more information from invitation card
- In the end of the lesson, the students are able to read the time in an invitation card

Get Ready

Task 1



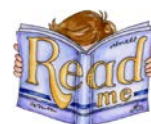
Do it on your own. Look at the picture below and then answer the questions. *(Kerjakan latihan ini secara perorangan. Perhatikan gambar dibawah ini kemudian jawablah pertanyaan berikut).*



Have you ever got any similar card before?

Do you have any idea what kind of card it is?

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Students of Elementary School*



Task 2



Do it on your own. Here are some items below. What items do you find in an invitation card? Put a check (√) inside the circle. *(Kerjakan latihan ini secara perseorangan. Dibawah ini ada beberapa hal yang ada dalam sebuah kartu undangan. Coba temukanlah dan tandai dengan centang (√) di dalam lingkaran).*

| | | | |
|-------------|--------------------------|----------------|--------------------------|
| a date | <input type="checkbox"/> | a phone number | <input type="checkbox"/> |
| a map | <input type="checkbox"/> | a picture | <input type="checkbox"/> |
| price | <input type="checkbox"/> | an adress | <input type="checkbox"/> |
| time | <input type="checkbox"/> | a note | <input type="checkbox"/> |
| a dresscode | <input type="checkbox"/> | inviter | <input type="checkbox"/> |
| a place | <input type="checkbox"/> | invitee | <input type="checkbox"/> |

Task 3



Please answer the questions below according to the birthday invitation card on task 1. *(Jawablah pertanyaan-pertanyaan dibawah ini menurut kartu undangan ulang tahun yang ada di latihan 1).*

1. Who has the party?

2. When will the party be held?

3. When was Micah Jo born?



4. Where will the party be held?

5. What kind of food you will find in her birthday?

Task 4 Let's learn about it. *(Mari pelajari materi ini)*



What time is it now? I am going to Micah's birthday party.



It is three o'clock. Let's prepare your self. The party will start at four.

Ok, Thank you.

Your welcome





Task 5



Let's comprehend the information below and let's discuss with your teacher. (Marilah pahami informasi berikut dan diskusikan dengan gurumu)

How to tell the time

Dengan cara mengucapkan menitnya terlebih dahulu kemudian baru jamnya
 Dengan cara ini, kita menggunakan past jika menitnya 01-30

Contoh:

4:10 - Ten past four (jam 4 lewat 10 menit)

7:20 - Twenty past seven (Jam tujuh lewat dua puluh menit)

11: 25 - Twenty five past eleven (jam 11 lewat 25 menit)

Gunakan to untuk menit 31-59

Contoh:

4: 35 - twenty five to 5 (jam 5 kurang 25 menit)

7: 50 - Ten to eight (jam 8 kurang 10)

10: 40 - Twenty to eleven (jam 11 kurang 20)

In English (dalam Bahasa Inggris)

30 menit = half, 15 menit = a quarter

Contoh:

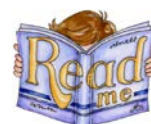
1: 15 - a quarter past one

4: 30 - half past four

3:45 - a quarter to four

6:30 - half past six

7:45 - a quarter to eight



Task 6

Let's draw the time based on the dialogue below.
(Gambarlah arah jarum jam yang tepat berdasarkan dialogue berikut).

1.



What time is it ?



It is nine o'clock.



2.



What time is it ?



It is a quarter past six.



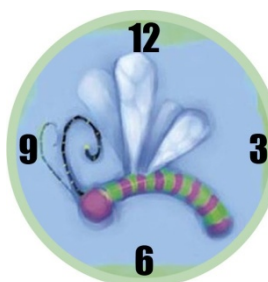
3.



What time is it ?



It is half to nine.



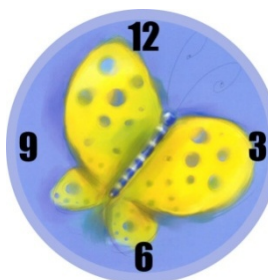
4.



What time is it ?



It is twenty to three.



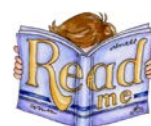
5.



What time is it ?



It is ten past twelve.



Task 7

Do it on your own. Draw a line to match the time with the right information. (*Kerjakan latihan ini perseorangan. Tariklah sebuah garis untuk menjodohkan informasi berikut dengan gambar yang benar.*)

1. *It is half past ten*



2. *It is twenty past twelve*



3. *It is twenty past seven*



4. *It is twenty past nine*



5. *It is ten to twelve*



Task 8

Please understand the parts of birthday invitation below. *(Pahamilah bagian-bagian dari undangan ulang tahun dibawah ini).*



*English Reading Tasks for the Fifth Grade
Students of Elementary School*



Task 9 **Let's learn about it.** *(Pelajari materi berikut)*



Days of the week



What day is it today?
What day was it yesterday?
What day is it tomorrow?

Yesterday

Today

Tomorrow



It is Tuesday.
It was Monday.
It is Wednesday.



*English Reading Tasks for the Fifth Grade
Students of Elementary School*



Task 10 **Let's draw the lines.** *(Tariklah sebuah garis)*

1.



Today is
Monday.

What day is it
tomorrow?

2.



Today is
Saturday.

What day is it
tomorrow?

3.



Today is
Wednesday.

What day is it
tomorrow ?

4.



Today is
Sunday.

What day was
it yesterday ?

5.



Today is
Tuesday.

What day was
it yesterday ?

- It was Saturday

- It is Monday

- It is Tuesday

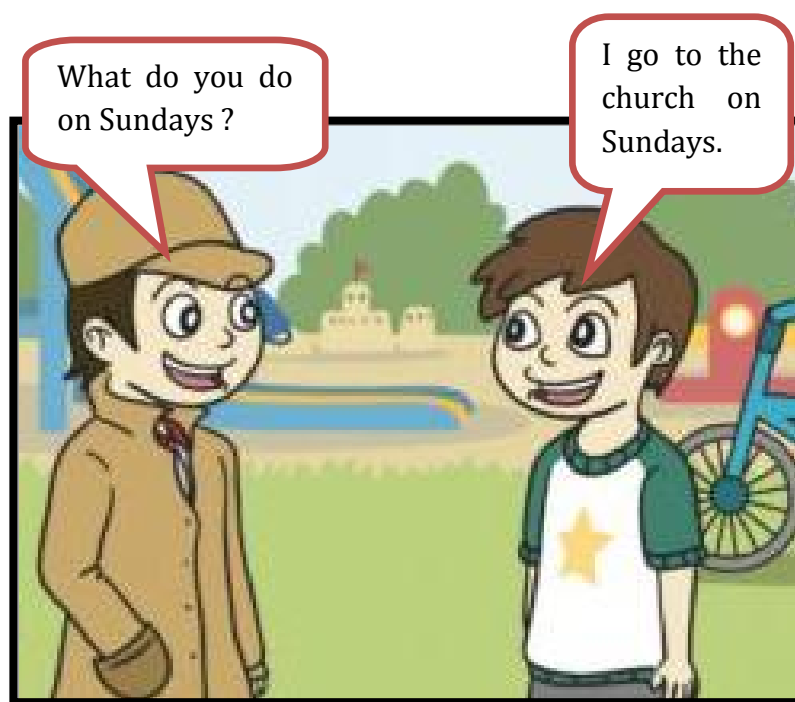
- It is Friday

- It was Monday



*English Reading Tasks for the Fifth Grade
Students of Elementary School*



Task 11 **Let's learn about it.** *(Mari pelajari materi berikut)*

Task 12

According to the information you've got, please complete the table below based on the invitation above. (Menurut informasi yang kamu dapat, Lengkapilah tabel dibawah ini berdasarkan kartu undangan di bawah ini)



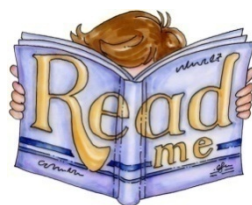
| Information | Invitation |
|----------------|------------|
| Inviter | |
| Day | |
| Date | |
| Time | |
| Place | |
| Special note | |
| Contact Person | |





| Information | Invitation |
|----------------|------------|
| Inviter | |
| Day | |
| Date | |
| Time | |
| Place | |
| Special note | |
| Contact Person | |





Vocabulary List

| | |
|----------------|---------------------|
| Birthday party | : pesta ulang tahun |
| invitation | : undangan |
| inviter | : yang mengundang |
| invitee | : yang diundang |
| celebrate | : merayakan |
| dresscode | : kostum |
| present | : kado |
| Special note | : catatan khusus |
| half | : 30 menit |
| A quarter | : 15 menit |
| past | : lebih/lewat |
| to | : kurang/menuju |

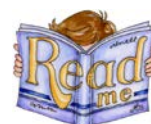


Put a tick to each skill based on your ability. *(Beri tanda centang pada skill berikut berdasarkan kemampuanmu).*

| Skill | Yes | Partly | No |
|---|-----|--------|----|
| Can you read the time in a invitation? | | | |
| Can you understand the information from the invitation? | | | |



*English Reading Tasks for the Fifth Grade
Students of Elementary School*



SECOND DRAFT



Smart Reader



Arranged by:

Eva Natalia Gultom (06202244067)

Student of English Language Education Department

UNIT I

NO PARKING

Objective:

- In the end of the lesson, the students are able to identify the notices' meaning
- In the end of the lesson, the students are able to match the notices with the right places



Get Ready

Task 1 Look at the pictures. (Perhatikan gambar berikut)



What do the pictures mean?

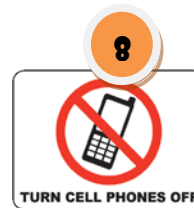
Where do you usually find them?





Look and Read

Task 2 Do it on your own. Look at the notices below and study it. (Kerjakan secara perseorangan. Perhatikan gambar peringatan dibawah ini dan pelajaryliah).



Hi, Lucy. Do you know the parking area in this place?

Sure, Bob. Look at that sign. You can park over there.















Find the Answers


Task 3 Do it on your own. Match the notices with their right places by tracing a line. (Kerjakan secara perseorangan. Pasangkan gambar-gambar dibawah ini dengan tempatnya dengan menarik sebuah garis)

Questions:


| A | B |
|--|------------------------|
| 1.  | a. In the parking area |
| 2.  | b. In the street |
| 3.  | c. In the library |
| 4.  | d. In the beach |
| 5.  | e. In the toilet area |



| | | |
|-----|---|-----------------------|
| 6. |  | f. In the gas station |
| 7. |  | g. In the hospital |
| 8. |  | h. In the urban area |
| 9. |  | i. In the garden |
| 10. |  | j. In the zoo |



Ken, Where can we find "Keep quiet" sign?





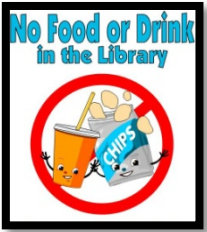



You can find it in our library, in the hospital or in the prayer room.









Task 4 Do it in pairs. Match the notices with the right meaning. Number one is done for you. (Kerjakan latihan ini secara berpasangan. Pasangkan gambar-gambar berikut dengan artinya masing-masing, nomor satu sebagai contoh).

| A | B |
|--|--|
| 1.  | a. People can wait in the waiting room. |
| 2.  | b. The students are not allowed to bring food or drink into the library. |
| 3.  | c. There is a toilet in this place. |
| 4.  | d. People are not allowed to enter the place. |
| 5.  | e. People must drive carefully in the children area. |
| 6.  | f. The visitors are not allowed to feed the animal. |







| | | |
|-----|--|--|
| 7. |  | g. People can not step on the grass. |
| 8. |  | h. People are not allowed to smoke in this area. |
| 9. |  | i. People must switch off their mobile phones. |
| 10. |  | j. People are not allowed to throw the rubbish in this area. |

NOTICE


is a symbol or a text to inform people about something and to do anything.



Task 5 Do it in pairs. Match the notices' number based on the situations. (Kerjakan secara berpasangan. Pasangkanlah situasi-situasi dibawah ini dengan gambar peringatan yang benar).

| Picture | Situation | Notice's Number |
|---|--|-----------------|
| 1.  | The man is talking loudly in the library. | |
| 2.  | The man is smoking in the public places. | |
| 3.  | The boy is looking for the bicycle's park. | |
| 4.  | The boy is throwing the rubbish everywhere | |



| | | |
|---|---|--------------|
| <p>5.</p>  | <p>The woman is finding a public parking.</p> | <p>.....</p> |
|---|---|--------------|



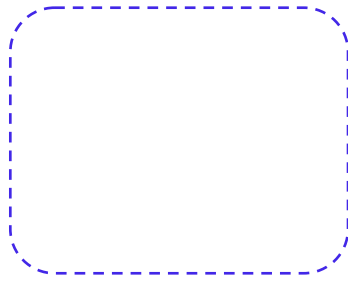
Task 6 Do it on your own. Draw the notice based on the instructions below. *(Kerjakan latihan ini secara perseorangan. Gambarlah tanda peringatan atau pemberitahuan berdasarkan instruksi dibawah ini).*

Instructions:

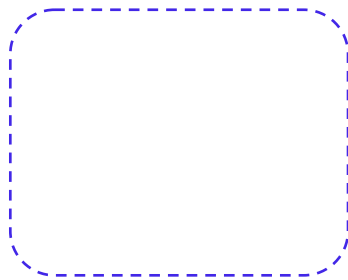
1. You cannot park here.



2. You cannot turn left here.



3. You can wait here.



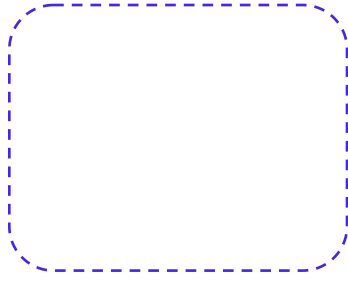
4. You cannot swim in this beach.



5. You can wash your hands here.



6. You must turn the mobile phone off.



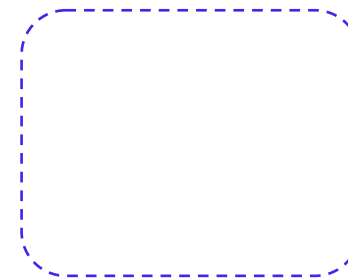
7. You cannot feed the animal.



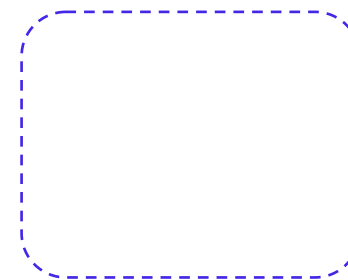
8. You cannot enter the place.



9. You cannot throw the rubbish everywhere.



10. You cannot step on the grass.





Mind the Order

Task 7 Discuss with your partner. Where can you find those notices that have you drawn? *(Diskusikan dengan temanmu. Dimana kalian dapat menjumpai gambar peringatan yang telah kalian gambar)*



Task 8 Do it on your own. Read the text below and “Yes” if each statement below is correct and “No” if it is incorrect according to the text. *(Kerjakan latihan ini secara perseorangan. Bacalah teks dibawah ini dan isilah dengan “Ya” apabila pernyataan tersebut benar dan “Tidak” apabila pernyataan tersebut tidak benar sesuai dengan teks diatas)*



It is important to know signs and to obey instructions.

For example, Many traffic accidents will happen if people do not obey the signs.

Our classroom and other places will be dirty if people throw trash everywhere.

We cannot study well if people talk loudly in the library.

Therefore, it is good for us all to know signs and to obey instructions.



.... 1. Many traffic accidents happen because people obey the signs.

.... 2. We must know signs and obey the instructions.



- 3. We will be happy if all of us obey signs.
- 4. In the library, we may study and talk loudly.
- 5. Our classroom are dirty because many people throw trash everywhere.
- 6. Many people must not obey signs.
- 7. Good people want to know signs and obey instructions.

Vocabulary List

| | |
|------------------|-------------------------|
| important | : penting |
| know | : mengetahui |
| obey | : mematuhi |
| sign | : tanda/symbol |
| happen | : terjadi |
| traffic accident | :kecelakaan lalu lintas |
| dirty | : kotor |
| throw | :melempar/membuang |
| instruction | :instruksi/perintah |



REFLECTION

Put a tick to each skill based on your ability. *(Beri tanda centang pada skill berikut berdasarkan kemampuanmu).*

| Skill | Yes | Partly | No |
|--|-----|--------|----|
| Can you identify the notices' meaning? | | | |
| Can you match the notices with the right places? | | | |



UNIT II

HAPPY BIRTHDAY

Objective:

- In the end of the lesson, the students are able to identify the parts of birthday invitation card
- In the end of the lesson, the students are able to understand the parts of birthday invitation card

Get Ready

Task 1 Look at the picture below. (Perhatikan gambar berikut).



Hi, Kevin!
Have you ever got
a birthday card
before?

Hi, Barry!
Sure, I always get
many birthday cards
from my friends.



Task 2



Do it on your own. Here are some items below. What items do you find in an invitation card? Put a check (✓) inside the circle.

(Kerjakan latihan ini secara perseorangan. Dibawah ini ada beberapa hal yang ada dalam sebuah kartu undangan. Coba temukanlah dan tandai dengan centang (✓) di dalam lingkaran).

| | | | |
|-------------|-----------------------|----------------|-----------------------|
| a date | <input type="radio"/> | a phone number | <input type="radio"/> |
| a map | <input type="radio"/> | a picture | <input type="radio"/> |
| price | <input type="radio"/> | an address | <input type="radio"/> |
| time | <input type="radio"/> | a note | <input type="radio"/> |
| a dresscode | <input type="radio"/> | inviter | <input type="radio"/> |
| a place | <input type="radio"/> | invitee | <input type="radio"/> |

Task 3



Please answer the questions below according to the birthday invitation card on task 1. (Jawablah pertanyaan-pertanyaan dibawah ini menurut kartu undangan ulang tahun yang ada di latihan 1).



1. Who has the party?

2. When will the party be held?



3. When was Jake born?

4. Where will the party be held?

5. What time will the party be started?

Task 4

Let's learn about it. *(Mari pelajari materi ini)*



What time is it now?

I am going to Jake's birthday party.

It is twenty past twelve.

Let's prepare your self. The party will start at two.

Ok, Thank you.

Your welcome





Task 5



Let's identify the information of time below and then, discuss with your teacher. (Marilah pahami informasi berikut dan diskusikan dengan gurumu)

It is ten past ten.



It is twenty five past two.



It is a quarter to ten.



It is twenty past three.



It is six to eight.



It is twenty three past four.



It is half past ten.



It is twenty five to two.



It is a quarter past eleven.



Task 6



Let's draw the time based on the dialogue below. *(Gambarlah arah jarum jam yang tepat berdasarkan dialogue berikut).*

1.



What time is it ?



It is nine o'clock.



2.



What time is it ?



It is a quarter past six.



3.



What time is it ?



It is half past nine.



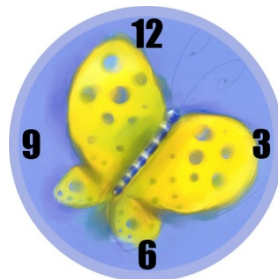
4.



What time is it ?



It is a quarter to three.



5.



What time is it ?



It is ten past twelve.



Task 7



Do it on your own. Draw a line to match the time with the right information. (*Kerjakan secara perseorangan. Tariklah sebuah garis untuk menjodohkan informasi berikut dengan gambar yang benar*).

1. *It is twenty nine past four*



2. *It is half past ten*



3. *It is twenty three past twelve*



4. *It is twenty past twelve*



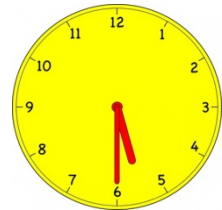
5. *It is ten to one*



6. It is sixteen past four.



7. It is twenty five past two.



8. It is twenty past three.



9. It is half past five.



10. It is seven to one



Task 8

Please understand the parts of birthday invitation below.

(Pahamilah bagian-bagian dari undangan ulang tahun dibawah ini).



inviter

Birthday Theme

day, date

Special note

place

Contact Person

Magical Birthday Party For Fairy
Snanya
Your presence is requested on
Saturday, March 24th 2012
Venue : The Onyx International,
Marine Drive, Mumbai
Time : 3 To 6 Pm
RSVP
Chitra 9800000000



day, date,

birthday theme

inviter

opening

day, date

place

time

special note

Contact Person

Yo ho, Yo ho!
A pirates life for me!
Our first mate
Jackson
is turning 3!
HELP US CELEBRATE
ON SATURDAY SEPTEMBER
5TH AT 2:00PM
1957 WALNUT AVE
RSVP: 824.193.2950

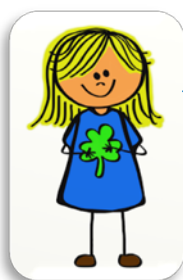


Task 9

Let's learn about it. (Pelajari materi berikut)



Days of the week



What day is it today?
What day was it yesterday?
What day is it tomorrow?

Yesterday

Today

Tomorrow



It is Tuesday.
It was Monday.
It is Wednesday.



Task 10

Let's draw the lines. *(Tariklah sebuah garis)*



1.



Today is
Monday.

What day is it
tomorrow?

2.



Today is
Saturday.

What day is it
tomorrow?

3.



Today is
Wednesday.

What day is it
tomorrow ?

4.



Today is
Sunday.

What day was
it yesterday ?

5.



Today is
Tuesday.

What day was
it yesterday ?

- It was Saturday

- It is Monday

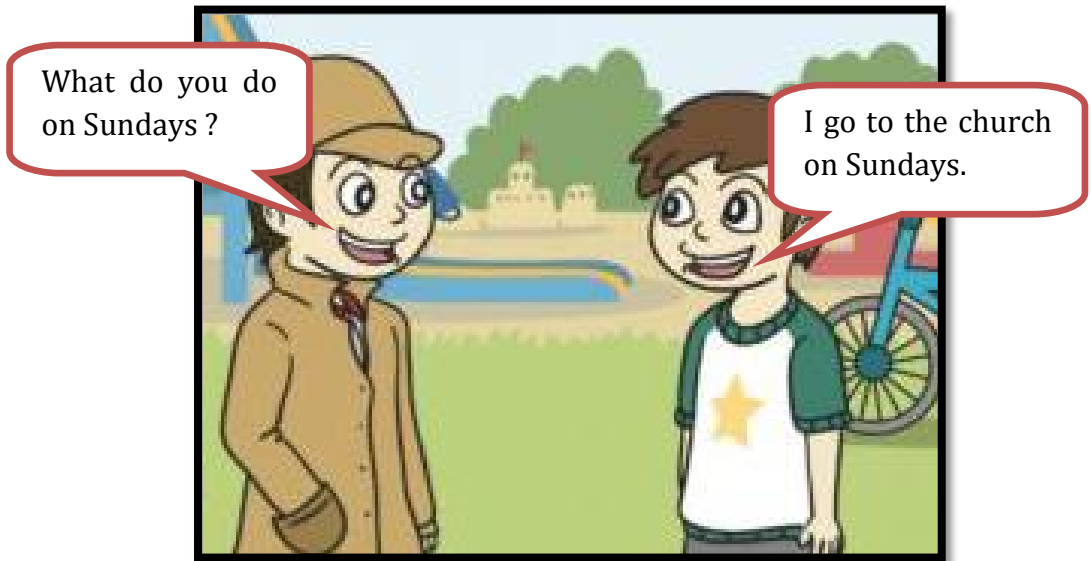
- It is Tuesday

- It is Friday

- It was Monday



Task 11 **Let's learn about it.** *(Mari pelajari materi berikut)*





Task 12



According to the information you've got, please complete the table below based on the invitation above. *(Menurut informasi yang kamu dapat, Lengkapilah tabel dibawah ini berdasarkan kartu undangan di bawah ini)*

a)



| Information | | | | | |
|-------------|-----|------|------|-------|----------------|
| Inviter | Day | Date | Time | Place | Contact Person |
| | | | | | |



| | | | | | |
|--|--|--|--|--|--|
| | | | | | |
|--|--|--|--|--|--|

b)



| Information | | | | | |
|-------------|-----|------|------|-------|----------------|
| Inviter | Day | Date | Time | Place | Contact Person |
| | | | | | |

c)



| Information | | | | | |
|-------------|-----|------|------|-------|----------------|
| Inviter | Day | Date | Time | Place | Contact Person |
| | | | | | |

Vocabulary List

| | |
|----------------|---------------------|
| birthday party | : pesta ulang tahun |
| invitation | : undangan |
| inviter | : yang mengundang |
| invitee | : yang diundang |
| celebrate | : merayakan |
| dresscode | : kostum |
| present | : kado |
| special note | : catatan khusus |
| half | : 30 menit |
| a quarter | : 15 menit |
| past | : lebih/lewat |
| to | : kurang/menuju |



REFLECTION

Put a tick to each skill based on your ability. *(Beri tanda centang pada skill berikut berdasarkan kemampuanmu).*

| Skill | Yes | Partly | No |
|---|-----|--------|----|
| Can you read the time in a invitation? | | | |
| Can you understand the information from the invitation? | | | |



FINAL DRAFT



Smart Reader



Arranged by:

Eva Natalia Gultom (06202244067)

Student of English Language Education Department

UNIT I

NO PARKING

Objective:

- In the end of the lesson, the students are able to identify the notice's meaning
- In the end of the lesson, the students are able to match the notices with the right places



Get Ready

Task 1 Look at these pictures. (Perhatikan gambar berikut)



Do you know those pictures?

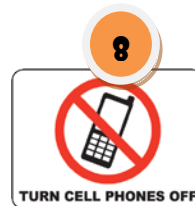
Where do you usually find them?





Look and Read

Task 2 Do it on your own. Look at the notices below and study them. (Kerjakan secara perseorangan. Perhatikan gambar peringatan dibawah ini dan pelajirlah).



Hi, Lucy. Do you know the parking area in this place?

Sure, Bob. Look at that sign. You can park over there.

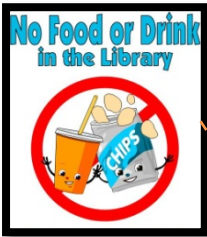













Find the Answers

Task 3 Do it on your own. Match the notices with their right places by tracing a line. (Kerjakan secara perseorangan. Pasangkan gambar-gambar dibawah ini dengan tempatnya dengan menarik sebuah garis)

Questions:

| A | B |
|--|------------------------|
| 1.  | a. In the parking area |
| 2.  | b. In the street |
| 3.  | c. In the library |
| 4.  | d. In the beach |
| 5.  | e. In the gas station |
| 6.  | f. In the toilet area |



| | | |
|-----|--|----------------------|
| 7. |  | g. In the hospital |
| 8. |  | h. In the urban area |
| 9. |  | i. In the garden |
| 10. |  | j. In the zoo |

Ken, How can we find a "keep quiet" sign?




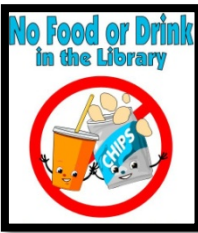

You can find it in our library, in the hospital or in the prayer room.







Task 4

Do it in pairs. Match the notices with their meanings.

Number one is done for you. (Kerjakan latihan ini secara berpasangan. Pasangkan gambar-gambar berikut dengan artinya masing-masing, nomor satu sebagai contoh).

| A | B |
|--|--|
| 1.  | a. People can wait in the waiting room. |
| 2.  | b. The students are not allowed to bring food or drink into the library. |
| 3.  | c. There is a toilet in this place. |
| 4.  | d. People are not allowed to enter the place. |
| 5.  | e. People must drive carefully in the children area. |
| 6.  | f. The visitors are not allowed to feed the animal. |



| | | |
|-----|--|--|
| 7. |  | g. People cannot step on the grass. |
| 8. |  | h. People are not allowed to smoke in this area. |
| 9. |  | i. People must switch off their mobile phones. |
| 10. |  | j. People are not allowed to throw the rubbish in this area. |


NOTICE

is a symbol or a text to inform people about something and to do anything.



Task 5 Do it in pairs. Match the notices' number based on the situations. (Kerjakan secara berpasangan. Pasangkanlah situasi-situasi dibawah ini dengan gambar peringatan yang benar).

| Picture | Situation | Notice's Number |
|---|--|-----------------|
| 1.  | The man is talking loudly in the library. | |
| 2.  | The man is smoking in the public places. | |
| 3.  | The boy is looking for a parking area. | |
| 4.  | The boy is throwing the rubbish everywhere | |

| | | |
|----|---|--|
| 5. |  | <p>The woman is finding a public parking.</p> <p>.....</p> |
|----|---|--|



Task 6 Do it on your own. Draw the notices based on the instructions below. (Kerjakan latihan ini secara perseorangan. Gambarlah tanda peringatan atau pemberitahuan berdasarkan instruksi dibawah ini).

Instructions:

1. You cannot park here.



2. You cannot turn left here.



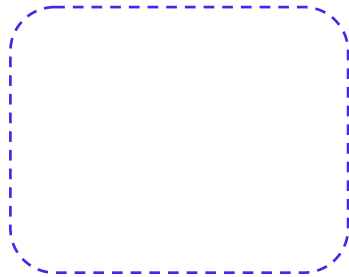
3. You can wait here.



4. You cannot swim in this beach.



5. You can wash your hands here.



6. You must turn the mobile phone off.



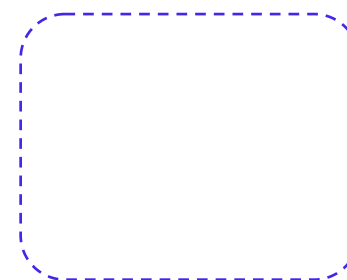
7. You cannot feed the animal.



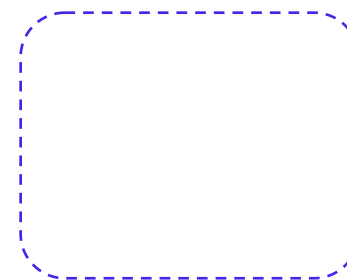
8. You cannot enter the place.



9. You cannot throw the rubbish everywhere.



10. You cannot step on the grass.





Mind the Order

Task 7 Discuss with your partner. Where can you find those notices that have you drawn? *(Diskusikan dengan temanmu. Dimana kalian dapat menjumpai gambar peringatan yang telah kalian gambar)*



Task 8 Do it on your own. Read the text below and “Yes” if each statement below is correct and “No” if it is incorrect according to the text. *(Kerjakan latihan ini secara perseorangan. Bacalah teks dibawah ini dan isilah dengan “Ya” apabila pernyataan tersebut benar dan “Tidak” apabila pernyataan tersebut tidak benar sesuai dengan teks diatas)*



It is important to know signs and to obey instructions.

For example, Many traffic accidents will happen if people do not obey the signs.

Our classroom and other places will be dirty if people throw trash everywhere.

We cannot study well if people talk loudly in the library.

Therefore, it is good for us all to know signs and to obey instructions.



- 1. Many traffic accidents happen because people obey the signs.
- 2. We must know signs and obey the instructions.
- 3. We will be happy if all of us obey signs.



- 4. In the library, we may study and talk loudly.
- 5. Our classroom are dirty because many people throw trash everywhere.
- 6. Many people must not obey signs.
- 7. Good people want to know signs and obey instructions.

Vocabulary List

| | |
|------------------|----------------------|
| important | : penting |
| know | : mengetahui |
| obey | : mematuhi |
| sign | : tanda/symbol |
| happen | : terjadi |
| traffic accident | :kecelakaan lalu lii |
| dirty | : kotor |
| throw | :melempar/memb |
| instruction | :instruksi/perintah. |



Put a tick to each skill based on your ability. *(Beri tanda centang pada skill berikut berdasarkan kemampuanmu).*

| Skill | Yes | Partly | No |
|--|-----|--------|----|
| Can you identify the notice's meaning? | | | |
| Can you match the notices with the right places? | | | |



UNIT II

HAPPY BIRTHDAY

Objective:

- In the end of the lesson, the students are able to identify the parts of birthday invitation card
- In the end of the lesson, the students are able to understand of telling the time



Get Ready

Task 1 Look at the picture below. (Perhatikan gambar berikut).



Hi, Kevin!
Have you ever got
a birthday card
before?



Hi, Barry!
Sure, I always get
many birthday cards
from my friends.





Look and Read

Task 2

Do it on your own. Here are some items below. What items do you find in the invitation card? Put a check (✓) inside the circle. (Kerjakan latihan ini secara perseorangan.

Dibawah ini ada beberapa hal yang ada dalam sebuah kartu undangan. Coba temukanlah dan tandai dengan centang (✓) di dalam lingkaran).



| | | | |
|-------------|-----------------------|----------------|-----------------------|
| a date | <input type="radio"/> | a phone number | <input type="radio"/> |
| price | <input type="radio"/> | a picture | <input type="radio"/> |
| time | <input type="radio"/> | a note | <input type="radio"/> |
| a dresscode | <input type="radio"/> | inviter | <input type="radio"/> |
| a place | <input type="radio"/> | | |





Find the Answer

Task 3 Please answer the questions based on the birthday card below. (Jawablah pertanyaan-pertanyaan berdasarkan kartu ulang tahun dibawah ini).



1. Who has the party?

2. When will the party be held?

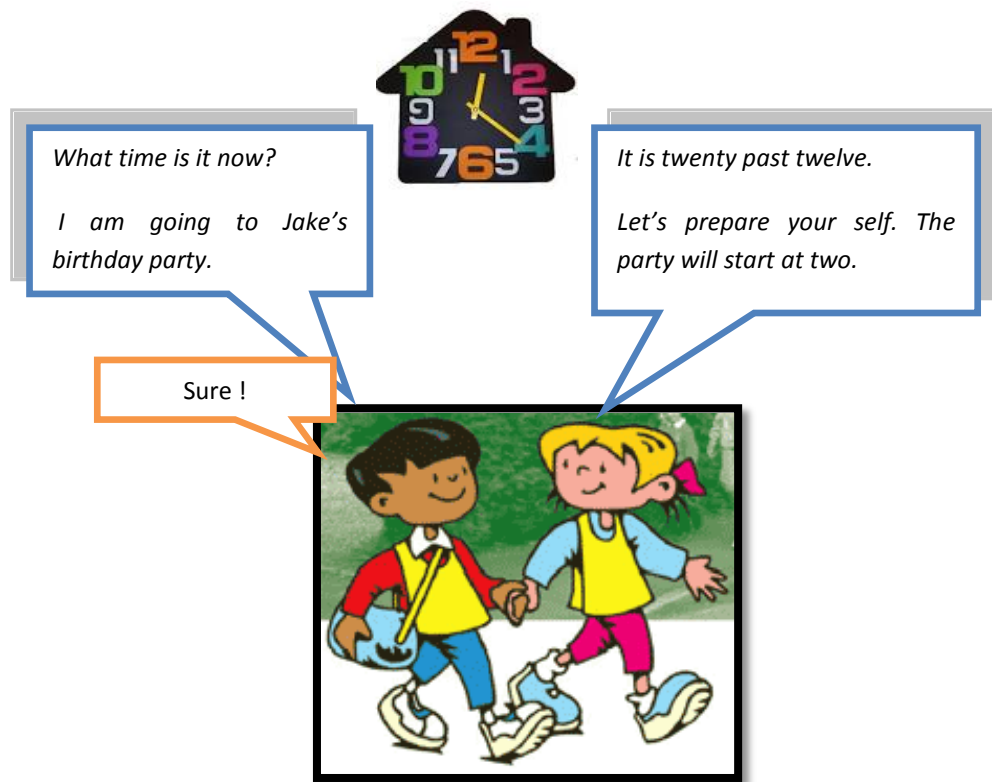
3. When was Jake born?

4. Where will the party be held?



5. What time will the party be started?

Task 4 **Let's learn.** (Mari pelajari materi ini)



What time is it now?
I am going to Jake's birthday party.

It is twenty past twelve.
Let's prepare your self. The party will start at two.

Sure !



What is the time, Bella?
I must buy a present for Jake's birthday.

It is a quarter to one.
Let's go at half past one.



Task 5 *Let's identify the information of time below and then, discuss with your teacher. (Mari pahami informasi berikut dan diskusikan dengan gurumu)*

It is ten past ten.



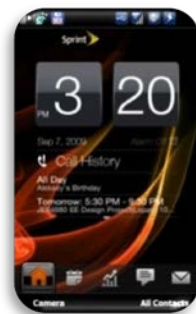
It is twenty five past two.



It is a quarter to ten.



It is twenty past three.



It is six to eight.



It is twenty three past four.



It is half past ten.



It is twenty five to two.



It is a quarter past eleven.



Task 6

Let's draw the time based on the dialogue below.

(Gambarlah arah jarum jam yang tepat berdasarkan dialogue berikut).

1.



What time is it ?



It is nine o'clock.



2.



What time is it ?



It is a quarter past six.



3.



What time is it ?



It is half past nine.



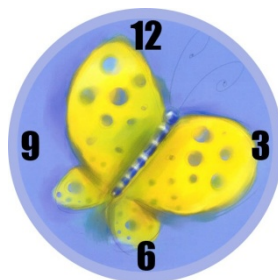
4.



What time is it ?



It is a quarter to three.



5.



What time is it ?



It is ten past twelve.



Task 7 Do it on your own. Draw a line to match the time with the right information. (Kerjakan secara perseorangan. Tariklah sebuah garis untuk menjodohkan informasi berikut dengan gambar yang benar).

1. It is twenty nine past four



2. It is half past ten



3. It is twenty three past twelve



4. It is twenty past twelve



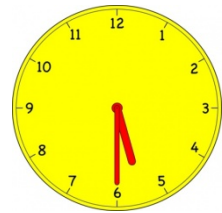
5. It is ten to one



6. It is sixteen past four.



7. It is twenty five past two.



8. It is twenty past three.



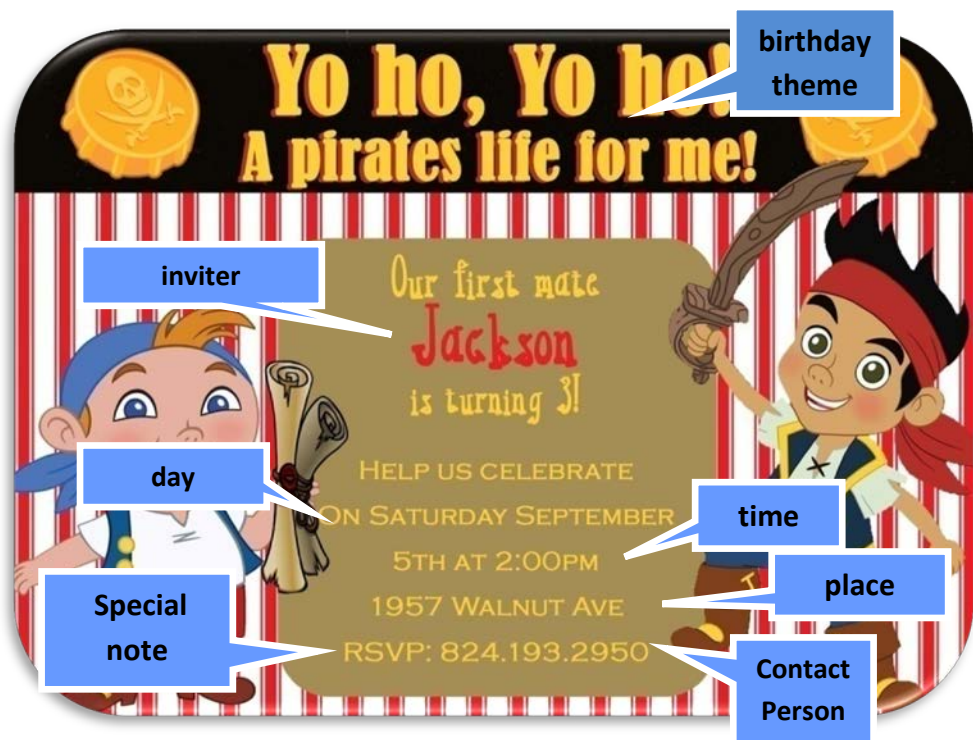
9. It is half past five.



10. It is seven to one



Task 8 Please understand the parts of the invitations below.
 (Pahamilah bagian-bagian dari undangan ulang tahun dibawah ini).

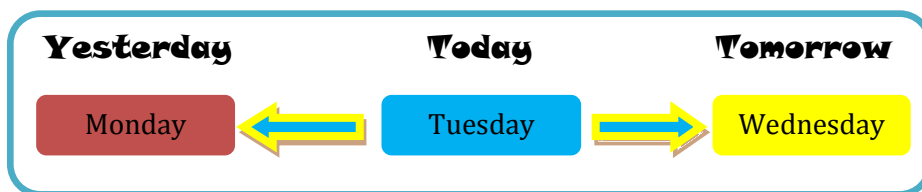


Task 9 **Let's learn.** (Pelajari materi berikut)

Days of the week



What day is it today?
What day was it yesterday?
What day is it tomorrow?



It is Tuesday.
It was Monday.
It is Wednesday.



Task 10 *Let's draw a line.* (Tariklah sebuah garis)

1.



Today is
Monday.

What day is it
tomorrow?

2.



Today is
Saturday.

What day is it
tomorrow?

3.



Today is
Wednesday.

What day is it
tomorrow ?

4.



Today is
Sunday.

What day was
it yesterday ?

5.



Today is
Tuesday.

What day was
it yesterday ?

- It was Saturday

- It is Monday

- It is Tuesday

- It is Friday

- It was Monday

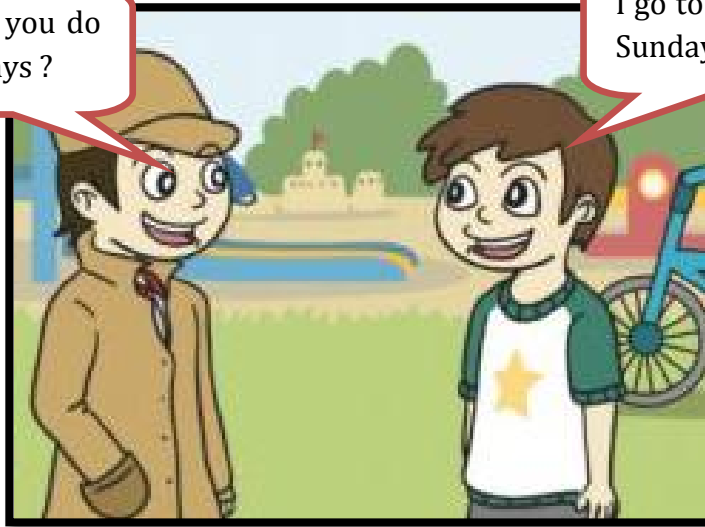


Task 11

Let's learn. (Mari pelajari materi berikut)

What do you do
on Sundays ?

I go to church on
Sundays.



I play badminton
on Fridays.

What do you do
on Fridays?





Mind the Order

Task 12 According to the information you've got, please complete the tables below based on these invitations.

(Menurut informasi yang kamu dapat, Lengkapilah tabel dibawah ini berdasarkan kartu undangan di bawah ini)

a)



| Information | | | | | |
|-------------|-----|------|------|-------|----------------|
| Inviter | Day | Date | Time | Place | Contact Person |
| | | | | | |

b)



| Information | | | | | |
|-------------|-----|------|------|-------|----------------|
| Inviter | Day | Date | Time | Place | Contact Person |
| | | | | | |



c)



| Information | | | | | |
|-------------|-----|------|------|-------|----------------|
| Inviter | Day | Date | Time | Place | Contact Person |
| | | | | | |



Vocabulary List

| | |
|----------------|---------------|
| birthday party | : pesta ulang |
| invitation | : undangan |
| inviter | : yang meng |
| invitee | : yang diund |
| celebrate | : merayakan |
| dresscode | : kostum |
| present | : kado |
| special note | : catatan kh |
| half | : 30 menit |
| a quarter | : 15 menit |
| past | : lebih/lewat |
| to | : kurang/m |



Put a tick to each skill based on your ability. (Beri tanda centang pada skill berikut berdasarkan kemampuanmu).

| Skill | Yes | Partly | No |
|---|-----|--------|----|
| Can you read the time in a invitation? | | | |
| Can you understand the information from the invitation? | | | |



(APPENDIX E)

The Organization of the First Questionnaire for Needs Analysis

| The Purpose of the Questions | Part | Question Number | References |
|---|------|-----------------|--|
| To find some information about students' profile | A | 1-6 | Tomlinson (2002: 240) |
| To find some information about students' interest | B | 1-4, 8-10 | Tomlinson (2002: 240) |
| To find some information about student's characteristics | | 5-7 | Brown (2005: 23) |
| To find some information about students' needs | | 10-13 | Tomlinson (2002: 204) Brown (2005:173) Hutchinson and Waters (1987: 62-63) |
| To find some information about the students' activities in the classroom and the learning technique | | 14-21 | Brown (2005: 178) |

JURUSAN PENDIDIKAN BAHASA INGGRIS
FAKULTAS BAHASA DAN SENI
UNIVERSITAS NEGERI YOGYAKARTA

Yogyakarta,

2013

Kepada:

Adik-adik siswa kelas V
SDN Purwomartani

Dalam rangka penelitian untuk mengembangkan materi pelajaran Bahasa Inggris untuk siswa kelas V SD Negeri Purwomartani, maka pada kesempatan ini saya mengharapkan kesediaan adik-adik untuk mengisi kuesioner ini.

Kuesioner ini tidak bermaksud untuk menguji kemampuan adik-adik dalam pelajaran Bahasa Inggris untuk siswa kelas V SD Negeri Purwomartani. Jawaban yang adik-adik berikan dari kuesioner ini tidak akan mempengaruhi nilai. Oleh karena itu, saya berharap adik-adik menjawab pertanyaan-pertanyaan berikut dengan jujur sesuai dengan keadaan dan kondisi adik-adik sekarang. Jawaban dari adik-adik dalam mengisi kuesioner ini akan sangat membantu penelitian ini.

Jawaban dan identitas adik-adik akan kakak jamin kerahasiannya sesuai dengan kode etik penelitian. Atas perhatian dan kerjasamanya, saya sampaikan terima kasih.

Yogyakarta,

2013

Peneliti

Eva Natalia Gultom
NIM. 06202244067

KUESIONER UNTUK SISWA

Angket ini bertujuan untuk mengetahui profil siswa.

A. PROFIL SISWA

Petunjuk Pengisian:

Isilah titik-titik dibawah ini sesuai dengan kondisi adik-adik.

1. Nama : _____
2. Umur : _____
3. Jenis kelamin : laki - laki ☐ perempuan ☐
4. Alamat rumah : _____
5. Nama orangtua
 - a. Ayah : _____
 - b. Ibu : _____
6. Pekerjaan orangtua
 - a. Ayah : _____
 - b. Ibu : _____

Angket ini bertujuan untuk mengetahui kebutuhan siswa tentang pembelajaran bahasa Inggris

B. POTENSI SISWA

Petunjuk Pengisian:

Berilah Tanda Centang (✓) pada kotak yang tersedia sesuai dengan keadaan adik-adik.

Perhatikan contoh pengisiannya:

SS Jika “**Sangat Sesuai**” dengan keadaan saya

S Jika “**Sesuai**” dengan keadaan saya

KS Jika “**Kurang Sesuai**” dengan keadaan saya

TS Jika “**Tidak Sesuai**” dengan keadaan saya

Contoh pengisian:

| No | Pertanyaan | SS | S | KS | TS |
|----|--|----|---|----|----|
| 1. | Saya suka pelajaran bahasa Inggris | | ✓ | | |
| 2. | Saya suka mengerjakan soal-soal bahasa Inggris | | | | ✓ |

Berilah tanda centang (✓) pada kotak yang tersedia sesuai dengan keadaan adik-adik.

| No | Pertanyaan | SS | S | KS | TS |
|----|--|----|---|----|----|
| 1. | Saya suka membaca | | | | |
| 2. | Saya berlangganan bacaan seperti koran, majalah, atau tabloid | | | | |
| 3. | Saya suka pelajaran bahasa Inggris | | | | |
| 4. | Saya suka membaca buku atau bacaan berbahasa Inggris | | | | |
| 5. | Saya lebih bisa memahami bacaan jika diterangkan melalui gambar-gambar | | | | |
| 6. | Saya lebih bisa memahami bacaan jika diterangkan secara lisan oleh guru disertai dengan keterangan gambar-gambar | | | | |

| | | | | | |
|-----|--|--|--|--|--|
| 7. | Saya lebih bisa memahami bacaan jika memahami sendiri | | | | |
| 8. | Saya suka mengerjakan tugas pelajaran bahasa Inggris | | | | |
| 9. | Saya mengeluh jika diminta mengerjakan tugas pelajaran bahasa Inggris dari guru | | | | |
| 10. | Saya sudah bisa memahami kalimat atau bacaan berbahasa Inggris secara tertulis walaupun hanya sedikit | | | | |
| 11. | Saya bisa memahami instruksi atau perintah tugas secara tertulis | | | | |
| 12. | Pengejaan kata bahasa Inggris saya sudah benar | | | | |
| 13. | Saya bisa menjawab pertanyaan dari suatu bacaan berbahasa Inggris dengan benar | | | | |
| 14. | Saya lebih suka belajar bahasa Inggris sendiri tetapi dengan bantuan guru | | | | |
| 15. | Saya lebih suka belajar bahasa Inggris berkelompok dengan teman | | | | |
| 16. | Jika belajar dengan berpasangan/ berkelompok dengan teman, saya lebih suka apabila pasangan kelompok itu dipasangkan oleh guru | | | | |
| 17. | Jika belajar dengan berpasangan/ berkelompok dengan teman, saya lebih suka apabila pasangan kelompok itu boleh memilih sendiri | | | | |
| 18. | Saya lebih suka jika terdapat gambar atau benda nyata yang bisa membantu saya dalam mengerjakan tugas latihan bahasa Inggris | | | | |
| 19. | Saya lebih suka jika materi yang diajarkan adalah tentang kejadian yang saya alami atau bisa saya temukan sehari-hari | | | | |

20. Berikut ini adalah beberapa bentuk kegiatan membaca selama pelajaran bahasa Inggris. Pilihlah **tiga (3)** kegiatan dibawah ini yang adik-adik paling sukai dengan cara memberikan **tanda silang (x)** pada pilihan a, b, c, d, e, f, g, atau h.

- a. Membaca cerita atau bacaan pendek
- b. Mengerjakan soal-soal latihan
- c. Menerjemahkan suatu bacaan
- d. Diskusi
- e. Menyusun huruf, kata, atau kalimat
- f. Menjodohkan gambar
- g. Membaca kartu atau grafik
- h. Membaca jenis-jenis teks yang berbeda seperti menu, brosur atau label
- i. (lainnya)

21. Berikut ini adalah beberapa tema / topik dalam pelajaran bahasa Inggris. Pilihlah **tiga (3)** topik dibawah ini yang adik-adik paling sukai dengan cara memberikan **tanda silang (x)** pada pilihan a, b, c, d, e, f, dan g.

- a. Lingkungan sekolah (School Environment)
- b. Bagian-bagian anggota tubuh (Parts of the Body)
- c. Makanan dan minuman (Food and Drink)
- d. Hewan peliharaan (Pets)
- e. Gambar atau tanda peringatan (Public Notices)
- f. Fasilitas umum (Public Places)
- g. Anggota keluarga (family)
- h. Undangan (Birthday Card)
- i.(lainnya)

(APPENDIX F)

**The Organization of the Second Questionnaire for Evaluation
(Administered to Respondent)**

| The Purpose of the Questions | Part | Question Number | References |
|--|------|-----------------|--|
| To find some information about respondents' profile | A | - | Tomlinson (1998:240) |
| To find some information to evaluate the task with the <i>curriculum</i> and the <i>course grid</i> (syllabus) | B | 1-2 | Dubin and Olsthain (1986: 29) |
| To find some information to evaluate the goal of the tasks developed and the rationale whether it is relevant with the learners' need or not | | 3-7 | Nunan (2004: 175) |
| To find some information to evaluate the developed activities | | 8-11 | Brown (2001: 142) Nunan (2004: 169-170) |
| To find some information to evaluate the input in the developed tasks | | 12-15 | Brown (2001: 142) Dubin and Olshtain (1986: 29) Nunan (2004: 175) |
| To find some information to evaluate the tasks' instructions | | 16-18 | Brown (2001: 142) Nunan (2004: 169-170, 175-176) |
| To find some information to evaluate the <i>layout</i> and <i>design</i> in the tasks developed | | 19-20 | Harmer (1992: 279-280) Nunan (2004: 175) |

JURUSAN PENDIDIKAN BAHASA INGGRIS
FAKULTAS BAHASA DAN SENI
UNIVERSITAS NEGERI YOGYAKARTA

Yogyakarta,

2013

Kepada Yth.

Respondent
di tempat

Dengan hormat,

Saya adalah mahasiswi jurusan Pendidikan Bahasa Inggris. Pada saat ini saya sedang melakukan penelitian dengan judul *Developing Appropriate Reading Tasks for the Fifth Grade Students of SDN Purwomartani in the Academic Year of 2013/2014*. Penelitian ini bertujuan untuk mengembangkan soal latihan Bahasa Inggris yang digunakan oleh guru Bahasa Inggris SD Negeri Purwomartani sehingga sesuai dengan kebutuhan dan karakteristik siswa kelas V SD Negeri Purwomartani.

Untuk itu saya meminta kesediaan Bapak/Ibu untuk mengevaluasi materi dalam *Appropriate Reading Tasks* untuk siswa kelas V SD Negeri Purwomartani yang telah saya kembangkan. Panduan pengevaluasian tercantum pada pernyataan yang ada dalam kuesioner berikut ini.

Atas perhatian dan bantuan dari Bapak/Ibu, saya sampaikan terima kasih.

Yogyakarta,

2013

Peneliti

Eva Natalia Gultom

NIM. 06202244067

Lembar Evaluasi LKS Bahasa Inggris Kelas 5B

Lembar evaluasi ini dimaksudkan untuk mengetahui keseluruhan materi dalam *Appropriate Reading Tasks* untuk kelas 5 SD Negeri Purwomartani.

A. Data Respondent

Nama : _____

Jenis Kelamin : ☐ laki - laki ☐ perempuan

Pendidikan : ☐ Mahasiswa/i D3 ☐ D3

☐ Mahasiswa/i S1 ☐ S1

☐ Mahasiswa/i S2 ☐ S2

Pengalaman

mengajar : ☐ 0-2 tahun ☐ 2-4 tahun ☐ >4
tahun

B. Isilah tabel berikut dengan memberikan tanda centang (✓) pada kolom yang tersedia dengan ketentuan sebagai berikut:

SS Jika “**Sangat Setuju**” dengan pernyataan yang ada

S Jika “**Setuju**” dengan pernyataan yang ada

KS Jika “**Kurang Setuju**” dengan pernyataan yang ada

TS Jika “**Tidak Setuju**” dengan pernyataan yang ada

STS Jika “**Sangat Tidak Setuju**” dengan pernyataan yang ada

| No | Pertanyaan | SS | S | KS | TS | STS |
|----|---|----|---|----|----|-----|
| 1. | Tasks yang saya kembangkan sudah memenuhi kisi-kisi yang ada dalam kurikulum 2006 | | | | | |
| 2. | Tasks yang saya kembangkan berdasarkan <i>course grid</i> yang telah saya susun | | | | | |

| | | | | | | |
|-----|---|--|--|--|--|--|
| 3. | Tasks yang saya kembangkan sudah sesuai dengan skill reading dalam aspek keterampilan berbahasa Inggris | | | | | |
| 4. | Tasks yang saya kembangkan membantu siswa dalam mengembangkan penguasaan kosakata | | | | | |
| 5. | Tasks yang saya kembangkan berguna dalam kegiatan sehari-hari | | | | | |
| 6. | Input dalam tasks sesuai dengan tujuan pembelajaran | | | | | |
| 7. | Tasks yang saya kembangkan memotivasi siswa untuk senang membaca teks berbahasa Inggris | | | | | |
| 8. | Tasks yang saya kembangkan sesuai dengan tingkat kemampuan siswa dalam berbahasa Inggris | | | | | |
| 9. | Tasks yang saya kembangkan sudah memotivasi siswa untuk membaca teks berbahasa Inggris dengan tepat | | | | | |
| 10. | Kegiatan dalam tasks sudah cukup memberikan kesempatan pada siswa untuk bekerjasama dengan teman satu kelompoknya | | | | | |
| 11. | Tasks ini mendorong siswa untuk berani membaca teks berbahasa Inggris walaupun salah pengucapannya | | | | | |
| 12. | Kegiatan yang dikembangkan dalam setiap tasks ini mempresentasikan peristiwa yang terjadi dalam kehidupan sehari-hari | | | | | |
| 13. | Topik yang diberikan relevan dengan lingkungan sekitar anak-anak | | | | | |

| | | | | | | |
|-----|--|--|--|--|--|--|
| 14. | Input dalam tasks (teks, dialog, dan gambar) orientik | | | | | |
| 15. | Input dalam tasks memberikan model struktur yang benar | | | | | |
| 16. | Tasks yang saya kembangkan menggunakan perintah yang jelas | | | | | |
| 17. | Tasks ini disusun dengan baik; dari yang mudah ke yang sulit | | | | | |
| 18. | Tasks ini dikembangkan dengan baik; dari yang terkontrol (guided) ke kegiatan yang lebih bebas (semi free) | | | | | |
| 19. | Tata letak tasks menarik dan jelas | | | | | |
| 20. | Gambar yang disajikan jelas | | | | | |

C. Questionnaire Terbuka

21. Secara umum, bagaimana pendapat anda terhadap isi dan tampilan Tasks kelas 5 yang telah saya susun?

.....

.....

.....

.....

22. Menurut anda, apa saja kekurangan dari Tasks yang telah saya susun?

.....

.....

.....

.....

.....

(APPENDIX G)

The Organization of the Third Questionnaire for Evaluation
(Administered to Students)

| The Purpose of the Questions | Part | Question Number | References |
|---|------|-----------------|---|
| To find some information about students' profile | A | - | Tomlinson (1998:240) |
| To find some information to evaluate the <i>goal</i> of the tasks developed and the rationale whether it is relevant with the learner's need or not | B | 1-7 | Nunan (2004: 175) |
| To find some information to evaluate the <i>instruction</i> | | 8-9 | Nunan (2004: 169-170, 175-176) |
| To find some information to evaluate the <i>activities</i> | | 10-14 | Brown (2001: 142) Nunan (2004: 169-170, 175-176) |
| To find information to evaluate the <i>input</i> | | 15-16 | Brown (2001: 142) |
| To find some information to evaluate the layout and design in the task developed | | 17-18 | Harmer (1992: 279-280) Nunan (2004: 175) |

JURUSAN PENDIDIKAN BAHASA INGGRIS
FAKULTAS BAHASA DAN SENI
UNIVERSITAS NEGERI YOGYAKARTA

Yogyakarta,

2013

Kepada:

Adik-adik siswa kelas V
SDN Purwomartani

Dalam rangka penelitian untuk mengembangkan materi pelajaran Bahasa Inggris untuk siswa kelas V SD Negeri Purwomartani, maka pada kesempatan ini saya mengharapkan kesediaan adik-adik untuk mengisi kuesioner ini.

Kuesioner ini tidak bermaksud untuk menguji kemampuan adik-adik dalam pelajaran Bahasa Inggris untuk siswa kelas V SD Negeri Purwomartani. Jawaban yang adik-adik berikan dari kuesioner ini tidak akan mempengaruhi nilai. Oleh karena itu, saya berharap adik-adik menjawab pertanyaan-pertanyaan berikut dengan jujur sesuai dengan keadaan dan kondisi adik-adik sekarang. Jawaban dari adik-adik dalam mengisi kuesioner ini akan sangat membantu penelitian ini.

Jawaban dan identitas adik-adik akan kakak jamin kerahasiannya sesuai dengan kode etik penelitian. Atas perhatian dan kerjasamanya, saya sampaikan terima kasih.

Yogyakarta,

2013

Peneliti

Eva Natalia Gultom

NIM. 06202244067

JURUSAN PENDIDIKAN BAHASA INGGRIS
FAKULTAS BAHASA DAN SENI
UNIVERSITAS NEGERI YOGYAKARTA

LEMBAR EVALUASI UNTUK SISWA

A. Data Siswa

Nama :

Umur :

Jenis kelamin : ☐ laki - laki ☐ perempuan

B. Tabel Pertanyaan

Berilah tanda silang (x) pada kolom yang sesuai dengan pendapat adik-adik.

Perhatikan cara pengisiannya:

SS Jika **“Sangat Setuju”** dengan pernyataan yang ada

S Jika **“Setuju”** dengan pernyataan yang ada

KS Jika **“Kurang Setuju”** dengan pernyataan yang ada

TS Jika **“Tidak Setuju”** dengan pernyataan yang ada

STS Jika **“Sangat Tidak Setuju”** dengan pernyataan yang ada

| No. | Pernyataan | SS | S | KS | TS | STS |
|-----|--|----|---|----|----|-----|
| 1. | LKS Bahasa Inggris ini membantuku menambah penguasaan arti kata dalam Bahasa Inggris | | | | | |
| 2. | Aku tahu isi teks dalam LKS Bahasa Inggris ini | | | | | |
| 3. | LKS Bahasa Inggris ini membantuku mengerti suatu percakapan Bahasa Inggris | | | | | |
| 4. | LKS Bahasa Inggris ini membantuku memahami kata-kata/kalimat Bahasa Inggris dengan tepat | | | | | |
| 5. | LKS Bahasa Inggris ini membantuku mengerjakan soal bahasa Inggris dengan teman | | | | | |
| 6. | LKS Bahasa Inggris ini membantuku mengerti | | | | | |

| | | | | | | |
|-----|---|--|--|--|--|--|
| | instruksi dalam bahasa Inggris | | | | | |
| 7. | LKS Bahasa Inggris ini membantuku membaca dengan tepat | | | | | |
| 8. | Latihan soal dalam LKS ini tidak terlalu sulit | | | | | |
| 9. | Perintah dalam LKS ini jelas | | | | | |
| 10. | Latihan soalnya mulai dari yang mudah ke soal yang agak sulit | | | | | |
| 11. | Tugas dalam LKS Bahasa Inggris ini membuatku ingin belajar Bahasa Inggris lebih banyak | | | | | |
| 12. | Latihan soalnya bermacam-macam | | | | | |
| 13. | Aku suka dengan kegiatan dalam LKS Bahasa Inggris ini | | | | | |
| 14. | Aktivitas dalam materi mampu membantu dalam mengerjakan tasks secara perseorangan, berpasangan, atau kelompok | | | | | |
| 15. | Materi yang diberikan dapat saya gunakan di kehidupan sehari-hari | | | | | |
| 16. | Materi sesuai dengan kemampuan saya | | | | | |
| 17. | Aku senang dengan gambar-gambar dalam LKS Bahasa Inggris ini | | | | | |
| 18. | Dialog, gambar, dialog dalam LKS Bahasa Inggris ini membantu belajar Bahasa Inggris | | | | | |

C. Pertanyaan Terbuka

19. Bagaimana pendapat adik-adik tentang LKS ini? Apakah adik-adik menyukainya?

.....

.....

.....

20. Menurut adik-adik, tasks manakah yang adik-adik anggap paling susah?

.....

.....

.....

21. Menurut adik-adik, apa sajakah yang perlu diperbaiki dalam tampilan LKS ini?

.....

.....

.....

22. Menurut adik-adik, apa sajakah yang masih kurang dalam LKS Bahasa Inggris ini?

.....

.....

.....

(APPENDIX H)

The Observation Guide

| The Purpose of the Questions | Question Numbers | References |
|---|-------------------------|-----------------------------------|
| To find some information about the attitude of the students towards the tasks | 1-4 | Wajnryb (1992: 131) |
| To find some information about the quality of practice the developed tasks and activities | 5-16 | Brown (2001: 142) Nunan (2004) |
| To find some information about the role of the teacher when the students working with the tasks | 17-19 | Wajnryb (1992: 131) |

JURUSAN PENDIDIKAN BAHASA INGGRIS
FAKULTAS BAHASA DAN SENI
UNIVERSITAS NEGERI YOGYAKARTA

Yogyakarta, 2013

Kepada Yth.

Respondent
di tempat

Dengan hormat,

Saya adalah mahasiswi jurusan Pendidikan Bahasa Inggris. Pada saat ini saya sedang melakukan penelitian dengan judul *Developing Appropriate Reading Tasks for the Fifth Grade Students of SDN Purwomartani in the Academic Year of 2013/2014*. Penelitian ini bertujuan untuk mengembangkan soal latihan Bahasa Inggris yang digunakan oleh guru Bahasa Inggris SD Negeri Purwomartani sehingga sesuai dengan kebutuhan dan karakteristik siswa kelas V SD Negeri Purwomartani.

Untuk membantu kelancaran penelitian ini diperlukan observer yang mengamati kelas selama berlangsungnya implementasi “*Appropriate Reading Tasks*” yang telah saya kembangkan. Oleh karena itu saya meminta kesediaan Bapak/Ibu/Saudara untuk menjadi observer selama penelitian berlangsung.

Yogyakarta, 2013

Peneliti

Eva Natalia Gultom

NIM. 06202244067

LEMBAR OBSERVASI KELAS
Untuk Guru Bahasa Inggris

Nama Observer : _____

Tanggal : _____

Kelas : _____

Unit/Topik : _____

A. Isilah tabel dibawah ini sesuai dengan keadaan siswa saat implementasi *Appropriate Reading Tasks* berlangsung dengan mengisikan presentase (%) dari jumlah anak pada kolom “ Frekuensi Jumlah Anak” dari pernyataan yang ada dan menuliskan kondisi siswa pada kolom “Uraian” berdasarkan pada pernyataan dengan ketentuan sebagai berikut:

(*Ya*) jika jawaban **Sesuai** dengan keadaan siswa saat implementasi berlangsung

(*Tidak*) jika jawaban **Tidak Sesuai** dengan keadaan siswa saat implementasi berlangsung

Contoh Pengisian:

| No | Pernyataan | Frekuensi Jumlah Siswa | | Uraian |
|----|--|------------------------|-------|---|
| | | Ya | Tidak | |
| 1. | Siswa mengerjakan tasks yang harus dikerjakan secara individu maupun kelompok dengan sungguh-sungguh | 13 | 16 | - Sebagian kecil siswa bersenda gurau dengan teman sebangkunya karena guru tidak memperhatikan mereka |
| 2. | Siswa terlihat percaya diri mengerjakan Tasks | 14 | 15 | - Sebagian masih malu untuk mengucapkan ekspresi/ungkapan Bahasa Inggris yang dipelajari |

| No | Pernyataan | Frekuensi Jumlah Siswa | | Uraian |
|-----|--|------------------------------|-------|--------|
| | | Ya | Tidak | |
| 1. | Siswa mengerjakan tasks yang harus dikerjakan secara individu maupun kelompok dengan sungguh-sungguh | | | |
| 2. | Siswa terlihat percaya diri mengerjakan tasks | | | |
| 3. | Siswa terlihat mengeluh saat mengerjakan tasks | | | |
| 4. | Siswa terlihat bosan saat mengerjakan tasks | | | |
| 5. | Siswa dapat mengerjakan tugas sesuai dengan waktu yang telah ditentukan | | | |
| 6. | Siswa menjawab pertanyaan dari soal-soal dengan benar | | | |
| 7. | Gambar, permainan, dan aktivitas yang diberikan sesuai dengan topik pembelajaran | | | |
| 8. | Siswa menjawab pertanyaan dari teks bacaan yang diberikan dengan benar | | | |
| 9. | Siswa menjawab pertanyaan dari gambar yang diberikan dengan benar | | | |
| 10. | Tugas kelompok membuat mereka semakin percaya diri membaca | | | |

| | | | | |
|-----|---|--|--|--|
| | suatu teks berbahasa Inggris | | | |
| 11. | Siswa berdiskusi dengan teman yang lain ketika mengerjakan tugas kelompok | | | |
| 12. | Tugas yang dikerjakan secara individu, melatih siswa sebelum mengerjakan tugas pada tahap tugas berkelompok | | | |
| 13. | Tugas yang diberikan melatih siswa untuk terbiasa dengan teks berbahasa Inggris | | | |
| 14. | Setiap siswa melakukan perannya sendiri-sendiri pada sesi <i>group work task</i> | | | |
| 15. | Siswa berusaha menggunakan bahasa Inggris pada saat melakukan kegiatan dalam tasks | | | |
| 16. | Materi dalam soal latihan ini melatih kemampuan siswa untuk mengerjakan tasks reading yang tepat | | | |
| 17. | Guru terlalu banyak memberikan saran yang dapat membingungkan siswa pada saat kegiatan membaca | | | |
| 18. | Guru memberikan feedback dengan jelas | | | |
| 19. | Guru memberikan keterangan tentang perintah dengan jelas | | | |

B. Berikanlah komentar anda mengenai kondisi di kelas selama penerapan *Appropriate Reading Tasks* dengan menjawab pertanyaan berikut ini.

20. Menurut anda bagaimanakah evaluasi seluruh penerapan *Appropriate Reading Tasks* yang telah saya kembangkan dikelas 5 ini? Apakah dapat berlangsung dengan baik?

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21. Berdasarkan pengamatan anda secara keseluruhan, Berapa persenkah anak yang aktif selama implementasi *Appropriate Reading Tasks* yng saya kembangkan ini?

.....

.....

22. Apa sajakah kekurangan yang terdapat selama implementasi *Appropriate Reading Tasks* yang saya kembangkan ini?

.....

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.....

VALIDITY AND RELIABILITY OF THE QUESTIONNAIRES

NEW FILE.

DATASET NAME DataSet1 WINDOW=FRONT.

RELIABILITY

/VARIABLES=VAR00001 VAR00002 VAR00003 VAR00004 VAR00005 VAR00006 VAR00007 VAR00008 VAR00009 VAR00010 VAR00011 VAR00012 VAR00013 VAR00014 VAR00015 VAR00016 VAR00017 VAR00018 VAR00019

/SCALE('ALL VARIABLES') ALL

/MODEL=ALPHA

/STATISTICS=DESCRIPTIVE

/SUMMARY=TOTAL.

Reliability

[DataSet1]

Scale: ALL VARIABLES

Case Processing Summary

| | | N | % |
|-------|-----------------------|----|-------|
| Cases | Valid | 29 | 100.0 |
| | Excluded ^a | 0 | .0 |
| | Total | 29 | 100.0 |

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .967 | 19 |

Item Statistics

| | Mean | Std. Deviation | N |
|----------|--------|----------------|----|
| VAR00001 | 3.3793 | .86246 | 29 |
| VAR00002 | 2.8621 | 1.15648 | 29 |
| VAR00003 | 3.2759 | .84077 | 29 |
| VAR00004 | 3.2069 | .86103 | 29 |

VALIDITY AND RELIABILITY OF THE QUESTIONNAIRES**Item Statistics**

| | Mean | Std. Deviation | N |
|----------|--------|----------------|----|
| VAR00005 | 3.3103 | 1.00369 | 29 |
| VAR00006 | 3.0345 | 1.05162 | 29 |
| VAR00007 | 2.6897 | 1.00369 | 29 |
| VAR00008 | 2.8621 | .87522 | 29 |
| VAR00009 | 3.0000 | 1.00000 | 29 |
| VAR00010 | 2.7586 | .95076 | 29 |
| VAR00011 | 2.7931 | .94034 | 29 |
| VAR00012 | 2.8621 | .78940 | 29 |
| VAR00013 | 2.9310 | 1.16285 | 29 |
| VAR00014 | 3.0345 | .86531 | 29 |
| VAR00015 | 3.1379 | 1.02554 | 29 |
| VAR00016 | 2.7931 | 1.08164 | 29 |
| VAR00017 | 3.1379 | 1.05979 | 29 |
| VAR00018 | 3.2759 | .92182 | 29 |
| VAR00019 | 3.1379 | .78940 | 29 |

Item-Total Statistics

| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
|----------|----------------------------|--------------------------------|----------------------------------|----------------------------------|
| VAR00001 | 54.1034 | 192.596 | .752 | .965 |
| VAR00002 | 54.6207 | 183.030 | .862 | .964 |
| VAR00003 | 54.2069 | 192.099 | .795 | .965 |
| VAR00004 | 54.2759 | 193.135 | .729 | .966 |
| VAR00005 | 54.1724 | 187.576 | .827 | .964 |
| VAR00006 | 54.4483 | 185.399 | .867 | .964 |
| VAR00007 | 54.7931 | 186.741 | .860 | .964 |
| VAR00008 | 54.6207 | 193.030 | .721 | .966 |
| VAR00009 | 54.4828 | 190.401 | .722 | .966 |
| VAR00010 | 54.7241 | 190.064 | .777 | .965 |
| VAR00011 | 54.6897 | 189.865 | .794 | .965 |
| VAR00012 | 54.6207 | 194.887 | .718 | .966 |
| VAR00013 | 54.5517 | 184.899 | .793 | .965 |
| VAR00014 | 54.4483 | 193.328 | .717 | .966 |
| VAR00015 | 54.3448 | 191.020 | .679 | .966 |
| VAR00016 | 54.6897 | 187.365 | .770 | .965 |
| VAR00017 | 54.3448 | 186.448 | .821 | .964 |
| VAR00018 | 54.2069 | 190.599 | .781 | .965 |
| VAR00019 | 54.3448 | 197.877 | .578 | .967 |

THE RESULT DATA OF THE FIRST QUESTIONNAIRE

Frequencies

[DataSet1]

Statistics

| | VAR00001 | VAR00002 | VAR00003 | VAR00004 | VAR00005 | VAR00006 | VAR00007 |
|----------------|----------|----------|----------|----------|----------|----------|----------|
| N Valid | 29 | 29 | 29 | 29 | 29 | 29 | 29 |
| Missing | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Mean | 3.3793 | 2.8621 | 3.2759 | 3.2069 | 3.3103 | 3.0345 | 2.6897 |
| Std. Deviation | .86246 | 1.15648 | .84077 | .86103 | 1.00369 | 1.05162 | 1.00369 |

Statistics

| | VAR00008 | VAR00009 | VAR00010 | VAR00011 | VAR00012 | VAR00013 | VAR00014 |
|----------------|----------|----------|----------|----------|----------|----------|----------|
| N Valid | 29 | 29 | 29 | 29 | 29 | 29 | 29 |
| Missing | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Mean | 2.8621 | 3.0000 | 2.7586 | 2.7931 | 2.8621 | 2.9310 | 3.0345 |
| Std. Deviation | .87522 | 1.00000 | .95076 | .94034 | .78940 | 1.16285 | .86531 |

Statistics

| | VAR00015 | VAR00016 | VAR00017 | VAR00018 | VAR00019 |
|----------------|----------|----------|----------|----------|----------|
| N Valid | 29 | 29 | 29 | 29 | 29 |
| Missing | 0 | 0 | 0 | 0 | 0 |
| Mean | 3.1379 | 2.7931 | 3.1379 | 3.2759 | 3.1379 |
| Std. Deviation | 1.02554 | 1.08164 | 1.05979 | .92182 | .78940 |

THE RESULT DATA OF THE FIRST QUESTIONNAIRE

Frequency Table

VAR00001

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------|---------|---------------|--------------------|
| Valid 1 | 4 | 13.8 | 13.8 | 13.8 |
| 2 | 2 | 6.9 | 6.9 | 20.7 |
| 3 | 7 | 24.1 | 24.1 | 44.8 |
| 4 | 16 | 55.2 | 55.2 | 100.0 |
| Total | 29 | 100.0 | 100.0 | |

VAR00002

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------|---------|---------------|--------------------|
| Valid 1 | 13 | 44.8 | 44.8 | 44.8 |
| 2 | 6 | 20.7 | 20.7 | 65.5 |
| 3 | 3 | 10.3 | 10.3 | 75.9 |
| 4 | 7 | 24.1 | 24.1 | 100.0 |
| Total | 29 | 100.0 | 100.0 | |

VAR00003

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------|---------|---------------|--------------------|
| Valid 1 | 2 | 6.9 | 6.9 | 6.9 |
| 2 | 4 | 13.8 | 13.8 | 20.7 |
| 3 | 10 | 34.5 | 34.5 | 55.2 |
| 4 | 13 | 44.8 | 44.8 | 100.0 |
| Total | 29 | 100.0 | 100.0 | |

VAR00004

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------|---------|---------------|--------------------|
| Valid 1 | 2 | 6.9 | 6.9 | 6.9 |
| 2 | 6 | 20.7 | 20.7 | 27.6 |
| 3 | 5 | 17.2 | 17.2 | 44.8 |
| 4 | 16 | 55.2 | 55.2 | 100.0 |
| Total | 29 | 100.0 | 100.0 | |

VAR00005

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------|---------|---------------|--------------------|
| Valid 3 | 2 | 6.9 | 6.9 | 6.9 |
| 4 | 27 | 93.1 | 93.1 | 100.0 |
| Total | 29 | 100.0 | 100.0 | |

VAR00006
THE RESULT DATA OF THE FIRST QUESTIONNAIRE

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------|---------|---------------|--------------------|
| Valid 1 | 4 | 13.8 | 13.8 | 13.8 |
| 2 | 2 | 6.9 | 6.9 | 20.7 |
| 3 | 5 | 17.2 | 17.2 | 37.9 |
| 4 | 18 | 62.1 | 62.1 | 100.0 |
| Total | 29 | 100.0 | 100.0 | |

VAR00007

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------|---------|---------------|--------------------|
| Valid 1 | 15 | 51.7 | 51.7 | 51.7 |
| 2 | 7 | 24.1 | 24.1 | 75.9 |
| 3 | 3 | 10.3 | 10.3 | 86.2 |
| 4 | 4 | 13.8 | 13.8 | 100.0 |
| Total | 29 | 100.0 | 100.0 | |

VAR00008

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------|---------|---------------|--------------------|
| Valid 1 | 1 | 3.4 | 3.4 | 3.4 |
| 2 | 8 | 27.6 | 27.6 | 31.0 |
| 3 | 9 | 31.0 | 31.0 | 62.1 |
| 4 | 11 | 37.9 | 37.9 | 100.0 |
| Total | 29 | 100.0 | 100.0 | |

VAR00009

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------|---------|---------------|--------------------|
| Valid 1 | 7 | 24.1 | 24.1 | 24.1 |
| 2 | 9 | 31.0 | 31.0 | 55.2 |
| 3 | 6 | 20.7 | 20.7 | 75.9 |
| 4 | 7 | 24.1 | 24.1 | 100.0 |
| Total | 29 | 100.0 | 100.0 | |

VAR00010

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------|---------|---------------|--------------------|
| Valid 1 | 1 | 3.4 | 3.4 | 3.4 |
| 2 | 5 | 17.2 | 17.2 | 20.7 |
| 3 | 18 | 62.1 | 62.1 | 82.8 |
| 4 | 5 | 17.2 | 17.2 | 100.0 |
| Total | 29 | 100.0 | 100.0 | |

VAR00011

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------|---------|---------------|--------------------|
| Valid 1 | 2 | 6.9 | 6.9 | 6.9 |

VAR00011
THE RESULT DATA OF THE FIRST QUESTIONNAIRE

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------|---------|---------------|--------------------|
| Valid 2 | 4 | 13.8 | 13.8 | 20.7 |
| 3 | 14 | 48.3 | 48.3 | 69.0 |
| 4 | 9 | 31.0 | 31.0 | 100.0 |
| Total | 29 | 100.0 | 100.0 | |

VAR00012

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------|---------|---------------|--------------------|
| Valid 2 | 12 | 41.4 | 41.4 | 41.4 |
| 3 | 12 | 41.4 | 41.4 | 82.8 |
| 4 | 5 | 17.2 | 17.2 | 100.0 |
| Total | 29 | 100.0 | 100.0 | |

VAR00013

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------|---------|---------------|--------------------|
| Valid 1 | 2 | 6.9 | 6.9 | 6.9 |
| 2 | 7 | 24.1 | 24.1 | 31.0 |
| 3 | 11 | 37.9 | 37.9 | 69.0 |
| 4 | 9 | 31.0 | 31.0 | 100.0 |
| Total | 29 | 100.0 | 100.0 | |

VAR00014

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------|---------|---------------|--------------------|
| Valid 1 | 1 | 3.4 | 3.4 | 3.4 |
| 2 | 11 | 37.9 | 37.9 | 41.4 |
| 3 | 7 | 24.1 | 24.1 | 65.5 |
| 4 | 10 | 34.5 | 34.5 | 100.0 |
| Total | 29 | 100.0 | 100.0 | |

VAR00015

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------|---------|---------------|--------------------|
| Valid 1 | 2 | 6.9 | 6.9 | 6.9 |
| 2 | 4 | 13.8 | 13.8 | 20.7 |
| 3 | 8 | 27.6 | 27.6 | 48.3 |
| 4 | 15 | 51.7 | 51.7 | 100.0 |
| Total | 29 | 100.0 | 100.0 | |

VAR00016

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------|---------|---------------|--------------------|
| Valid 1 | 4 | 13.8 | 13.8 | 13.8 |
| 2 | 10 | 34.5 | 34.5 | 48.3 |
| 3 | 7 | 24.1 | 24.1 | 72.4 |

VAR00016
THE RESULT DATA OF THE FIRST QUESTIONNAIRE

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------|---------|---------------|--------------------|
| Valid 4 | 8 | 27.6 | 27.6 | 100.0 |
| Total | 29 | 100.0 | 100.0 | |

VAR00017

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------|---------|---------------|--------------------|
| Valid 1 | 3 | 10.3 | 10.3 | 10.3 |
| 2 | 6 | 20.7 | 20.7 | 31.0 |
| 3 | 5 | 17.2 | 17.2 | 48.3 |
| 4 | 15 | 51.7 | 51.7 | 100.0 |
| Total | 29 | 100.0 | 100.0 | |

VAR00018

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------|---------|---------------|--------------------|
| Valid 2 | 2 | 6.9 | 6.9 | 6.9 |
| 3 | 7 | 24.1 | 24.1 | 31.0 |
| 4 | 20 | 69.0 | 69.0 | 100.0 |
| Total | 29 | 100.0 | 100.0 | |

VAR00019

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------|---------|---------------|--------------------|
| Valid 2 | 1 | 3.4 | 3.4 | 3.4 |
| 3 | 19 | 65.5 | 65.5 | 69.0 |
| 4 | 9 | 31.0 | 31.0 | 100.0 |
| Total | 29 | 100.0 | 100.0 | |

(APPENDIX J)

Frequency for Theme Choices (Need Analysis)

| Theme | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | Freq (%) |
|-------------------------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----------|
| Lingkungan Sekolah | | X | | X | | | | X | | | | x | | | x | | | | | x | | | x | | | | | x | | 31,03% |
| Bagian Anggota Tubuh | | | X | | | | X | X | X | | x | | x | x | | | x | | x | | | | | | | x | | | | 37,93% |
| Makanan dan Minuman | X | | | | X | X | X | | | | x | | | | x | x | | | | x | | | | | | | | x | | 34,48% |
| Hewan Peliharaan | X | | | X | | | | X | X | X | | | x | x | | | x | | | | | | | | x | | | | | 24,13% |
| Gambar Peringatan Waktu | | x | X | | X | | | x | x | | | x | | x | | | x | | | x | x | x | | x | | x | x | | | 51,72% |
| Anggota Keluarga | X | | | | X | X | | | X | X | x | x | x | | x | | | x | | | | | | | X | | | | x | 41,37% |
| Undangan | | | X | X | | | X | X | | X | | | x | | | | | X | x | X | | | | X | | | x | | X | 48,27% |
| Lain-lain | | X | | | | X | | | | | | | | | x | | | x | x | | | | | x | | | | | | 20,68% |

(APPENDIX K)

THE RESULT OF THE THIRD QUESTIONNAIRE

Frequencies

[DataSet2]

Statistics

| | VAR00001 | VAR00002 | VAR00003 | VAR00004 | VAR00005 | VAR00006 | VAR00007 |
|---------|----------|----------|----------|----------|----------|----------|----------|
| N Valid | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| Missing | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Mean | 3.8000 | 3.2000 | 3.6000 | 3.4000 | 3.4000 | 3.4000 | 3.8000 |

Statistics

| | VAR00008 | VAR00009 | VAR00010 | VAR00011 | VAR00012 | VAR00013 | VAR00014 |
|---------|----------|----------|----------|----------|----------|----------|----------|
| N Valid | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| Missing | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Mean | 4.0000 | 4.0000 | 3.6000 | 4.0000 | 3.8000 | 4.0000 | 4.2000 |

Statistics

| | VAR00015 | VAR00016 | VAR00017 | VAR00018 |
|---------|----------|----------|----------|----------|
| N Valid | 5 | 5 | 5 | 5 |
| Missing | 1 | 1 | 1 | 1 |
| Mean | 4.4000 | 4.8000 | 4.6000 | 4.4000 |

Frequency Table

VAR00001

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Valid 3 | 3 | 50.0 | 60.0 | 60.0 |
| 5 | 2 | 33.3 | 40.0 | 100.0 |
| Total | 5 | 83.3 | 100.0 | |
| Missing System | 1 | 16.7 | | |
| Total | 6 | 100.0 | | |

(APPENDIX K)

VAR00002

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | 2 | 1 | 16.7 | 20.0 | 20.0 |
| | 3 | 2 | 33.3 | 40.0 | 60.0 |
| | 4 | 2 | 33.3 | 40.0 | 100.0 |
| | Total | 5 | 83.3 | 100.0 | |
| Missing | System | 1 | 16.7 | | |
| Total | | 6 | 100.0 | | |

VAR00003

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | 3 | 2 | 33.3 | 40.0 | 40.0 |
| | 4 | 3 | 50.0 | 60.0 | 100.0 |
| | Total | 5 | 83.3 | 100.0 | |
| Missing | System | 1 | 16.7 | | |
| Total | | 6 | 100.0 | | |

VAR00004

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | 2 | 1 | 16.7 | 20.0 | 20.0 |
| | 3 | 2 | 33.3 | 40.0 | 60.0 |
| | 4 | 1 | 16.7 | 20.0 | 80.0 |
| | 5 | 1 | 16.7 | 20.0 | 100.0 |
| | Total | 5 | 83.3 | 100.0 | |
| Missing | System | 1 | 16.7 | | |
| Total | | 6 | 100.0 | | |

VAR00005

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | 3 | 3 | 50.0 | 60.0 | 60.0 |
| | 4 | 2 | 33.3 | 40.0 | 100.0 |
| | Total | 5 | 83.3 | 100.0 | |
| Missing | System | 1 | 16.7 | | |
| Total | | 6 | 100.0 | | |

VAR00006

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---|-----------|---------|---------------|--------------------|
| Valid | 3 | 3 | 50.0 | 60.0 | 60.0 |

(APPENDIX K)

VAR00006

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | 4 | 2 | 33.3 | 40.0 | 100.0 |
| | Total | 5 | 83.3 | 100.0 | |
| Missing | System | 1 | 16.7 | | |
| Total | | 6 | 100.0 | | |

VAR00007

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | 3 | 1 | 16.7 | 20.0 | 20.0 |
| | 4 | 4 | 66.7 | 80.0 | 100.0 |
| | Total | 5 | 83.3 | 100.0 | |
| Missing | System | 1 | 16.7 | | |
| Total | | 6 | 100.0 | | |

VAR00008

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | 4 | 5 | 83.3 | 100.0 | 100.0 |
| Missing | System | 1 | 16.7 | | |
| Total | | 6 | 100.0 | | |

VAR00009

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | 3 | 1 | 16.7 | 20.0 | 20.0 |
| | 4 | 3 | 50.0 | 60.0 | 80.0 |
| | 5 | 1 | 16.7 | 20.0 | 100.0 |
| | Total | 5 | 83.3 | 100.0 | |
| Missing | System | 1 | 16.7 | | |
| Total | | 6 | 100.0 | | |

VAR00010

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | 3 | 3 | 50.0 | 60.0 | 60.0 |
| | 4 | 1 | 16.7 | 20.0 | 80.0 |
| | 5 | 1 | 16.7 | 20.0 | 100.0 |
| | Total | 5 | 83.3 | 100.0 | |
| Missing | System | 1 | 16.7 | | |
| Total | | 6 | 100.0 | | |

(APPENDIX K)

VAR00011

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | 4 | 5 | 83.3 | 100.0 | 100.0 |
| Missing | System | 1 | 16.7 | | |
| Total | | 6 | 100.0 | | |

VAR00012

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | 3 | 1 | 16.7 | 20.0 | 20.0 |
| | 4 | 4 | 66.7 | 80.0 | 100.0 |
| | Total | 5 | 83.3 | 100.0 | |
| Missing | System | 1 | 16.7 | | |
| Total | | 6 | 100.0 | | |

VAR00013

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | 3 | 1 | 16.7 | 20.0 | 20.0 |
| | 4 | 3 | 50.0 | 60.0 | 80.0 |
| | 5 | 1 | 16.7 | 20.0 | 100.0 |
| | Total | 5 | 83.3 | 100.0 | |
| Missing | System | 1 | 16.7 | | |
| Total | | 6 | 100.0 | | |

VAR00014

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | 3 | 2 | 33.3 | 40.0 | 40.0 |
| | 5 | 3 | 50.0 | 60.0 | 100.0 |
| | Total | 5 | 83.3 | 100.0 | |
| Missing | System | 1 | 16.7 | | |
| Total | | 6 | 100.0 | | |

VAR00015

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 3 | 1 | 16.7 | 20.0 | 20.0 |
| | 4 | 1 | 16.7 | 20.0 | 40.0 |
| | 5 | 3 | 50.0 | 60.0 | 100.0 |
| | Total | 5 | 83.3 | 100.0 | |

(APPENDIX K)

VAR00015

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Missing | System | 1 | 16.7 | | |
| Total | | 6 | 100.0 | | |

VAR00016

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | 4 | 1 | 16.7 | 20.0 | 20.0 |
| | 5 | 4 | 66.7 | 80.0 | 100.0 |
| | Total | 5 | 83.3 | 100.0 | |
| Missing | System | 1 | 16.7 | | |
| Total | | 6 | 100.0 | | |

VAR00017

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | 4 | 2 | 33.3 | 40.0 | 40.0 |
| | 5 | 3 | 50.0 | 60.0 | 100.0 |
| | Total | 5 | 83.3 | 100.0 | |
| Missing | System | 1 | 16.7 | | |
| Total | | 6 | 100.0 | | |

VAR00018

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | 3 | 1 | 16.7 | 20.0 | 20.0 |
| | 4 | 1 | 16.7 | 20.0 | 40.0 |
| | 5 | 3 | 50.0 | 60.0 | 100.0 |
| | Total | 5 | 83.3 | 100.0 | |
| Missing | System | 1 | 16.7 | | |
| Total | | 6 | 100.0 | | |

(APPENDIX L)

Surat Keterangan Validasi

Yang bertanda tangan dibawah ini:

Nama : B. Yuniar Diyanti, S. Pd., M.Hum.
NIP : 19790626 200501 2 001
Institusi : Pendidikan Bahasa Inggris FBS UNY
Bidang keahlian : Pengajaran Bahasa Inggris

Menyatakan bahwa materi reading untuk Sekolah Dasar Kelas 5 Semester 2, sebagai hasil dari skripsi dengan judul Developing Appropriate Reading Tasks for the Fifth Grade Students of SDN Purwomartani in the Academic Year of 2013/2014 dari mahasiswa:

Nama : Eva Natalia Gultom
NIM : 06202244067

Telah layak digunakan dalam proses belajar mengajar dengan menambahkan beberapa saran sebagai berikut:

- Instruction perlu dipersingkat agar mudah dipahami
- Input teks harus disesuaikan dengan aktifitas sehari-hari anak-anak
- Cek lagi kesalahan-kesalahan spelling serta grammar inaccuracy.

Demikian surat keterangan ini kami buat agar dapat digunakan sebagaimana mestinya.

Yogyakarta, Januari 2014

Evaluator,



B. Yuniar Diyanti, S. Pd., M.Hum

NIP. 197906262005012001

Lembar Evaluasi LKS Bahasa Inggris Kelas VB

Lembar evaluasi ini dimaksudkan untuk mengetahui keseluruhan materi dalam *Appropriate Reading Tasks* untuk kelas V SD Negeri Purwomartani.

A. Data Respondent

Nama : B. Juniar Dyanh

Jenis Kelamin : ☐ laki - laki ☒ perempuan

Pendidikan : ☐ Mahasiswa/i D3 ☐ D3
☐ Mahasiswa/i S1 ☐ S1
☐ Mahasiswa/i S2 ☒ S2

Pengalaman mengajar : ☐ 0-2 tahun ☐ 2-4 tahun ☒ >4 tahun

B. Isilah tabel berikut dengan memberikan tanda centang (✓) pada kolom yang tersedia dengan ketentuan sebagai berikut:

SS Jika “Sangat Setuju” dengan pernyataan yang ada

S Jika “Setuju” dengan pernyataan yang ada

KS Jika “Kurang Setuju” dengan pernyataan yang ada

TS Jika “Tidak Setuju” dengan pernyataan yang ada

STS Jika “Sangat Tidak Setuju” dengan pernyataan yang ada

| No | Pertanyaan | SS | S | KS | TS | STS |
|----|---|----|---|----|----|-----|
| 1. | (Tasks) yang saya kembangkan sudah memenuhi kisi-kisi yang ada dalam kurikulum 2006 | | ✓ | | | |
| 2. | Tasks yang saya kembangkan berdasarkan <i>course grid</i> yang telah saya susun | | ✓ | | | |
| 3. | Tasks yang saya kembangkan sudah sesuai dengan skill reading dalam aspek keterampilan | | | ✓ | | |

| | | | | | | |
|-----|---|--|---|---|---|--|
| | berbahasa Inggris <i>bagi ?</i> | | | | | |
| 4. | Tasks yang saya kembangkan membantu siswa dalam mengembangkan penguasaan kosakata | | ✓ | | | |
| 5. | Tasks yang saya kembangkan berguna dalam kegiatan sehari-hari | | ✓ | | | |
| 6. | Input dalam tasks sesuai dengan tujuan pembelajaran <i>2</i> | | ✓ | | | |
| 7. | Tasks yang saya kembangkan memotivasi siswa untuk senang membaca teks berbahasa Inggris <i>3</i> | | ✓ | | | |
| 8. | Tasks yang saya kembangkan sesuai dengan tingkat kemampuan siswa dalam berbahasa Inggris <i>3</i> | | | ✓ | ✓ | |
| 9. | Tasks yang saya kembangkan sudah memotivasi siswa untuk membaca teks berbahasa Inggris dengan tepat <i>3</i> | | ✓ | | | |
| 10. | Kegiatan dalam tasks sudah cukup memberikan kesempatan pada siswa untuk bekerjasama dengan teman satu kelompoknya | | ✓ | | | |
| 11. | Tasks ini mendorong siswa untuk berani membaca teks berbahasa Inggris walaupun salah pengucapannya <i>3</i> | | ✓ | | | |
| 12. | Kegiatan yang dikembangkan dalam setiap tasks ini mempresentasikan peristiwa yang terjadi dalam kehidupan sehari-hari | | | | ✓ | |
| 13. | Topik yang diberikan relevan dengan lingkungan sekitar anak-anak | | | ✓ | | |
| 14. | Input dalam tasks (teks, dialog, dan gambar) <i>orientik</i> <i>3</i> | | ✓ | | | |

| | | | | | | |
|-----|--|---|---|---|--|--|
| 15. | Input dalam tasks memberikan model struktur yang benar | | ✓ | | | |
| 16. | Tasks yang saya kembangkan menggunakan perintah yang jelas | | ✓ | | | |
| 17. | Tasks ini disusun dengan baik; dari yang mudah ke yang sulit | | ✓ | | | |
| 18. | Tasks ini dikembangkan dengan baik; dari yang terkontrol (guided) ke kegiatan yang lebih bebas (semi free) | | ✓ | | | |
| 19. | Tata letak tasks menarik dan jelas | ✓ | | | | |
| 20. | Gambar yang disajikan jelas | | | ✓ | | |

C. Questionnaire Terbuka

21. Secara umum, bagaimana pendapat anda terhadap isi dan tampilan Tasks kelas 5 yang telah saya susun?

- Teks untuk SD seharusnya lebih singkat & menggunakan kalimat-kalimat yang terlalu kompleks.
- ushakan input teks lebih dekat dgn gambar, sehingga yg digunakan yg. berhub. dgn kehidupan sehari-hari.

22. Menurut anda, apa saja kekurangan dari Tasks yang telah saya susun?

- ada input text yg tdk / akan jarang ditemukan anak-anak dalam kehidupan sehari-hari

→ masih perlu revisi. Tampilan umum menarik. dengan warna-warna cerah dan aktivitas yg bervariasi. Namun insinias perlu d'pendekkan.

Questions